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ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Health and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections: 1) physical and health education--elementary; 2) physical and health education--middle; 3) physical education games--middle school and high school; and 4) health education--high school. Each section is laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Health activities are described in some detail, but physical education activities are merely listed. The health curriculum outlined is not a separate course, but is intended to be integrated into science, physical education, and home economics instruction. INSTRUCTIONAL MATERIALS: Materials listed are both printed and audiovisual; there is no indication of equipment needed for physical education activities. STUDENT ASSESSMENT: Suggestions for evaluation accompany most groups of activities. These suggestions include teacher-developed oral and written tests and performance tests. (RT)

ED051183

K - 12 HEALTH AND PHYSICAL EDUCATION

Curriculum Guide

1968-1969

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FORWARD

The publication ofthis Curriculum Guide represents the culmination of a year of study. The final editorial work was carried out by six teams of teachers during the summer of 1968. These materials were prepared under the supervision of Mr. Ronald A. Hilvers, Director of Instruction.

Teachers are encouraged to refer constantly to this guide during planning sessions throughout the year. It should be understood that any resource material cannot be the final answer to instructional questions, but rather a tool to direct the thinking process of the teacher. Periodically this guide will be updated. In order to facilitate this process teachers should write in suggested changes, additions, or deletions in the spaces left for this purpose. Particular attention should be paid to sections of the guide which outline expected outcomes. By paying attention to these objectives, the teacher should be better able to design and evaluate an effective program for the children.

The Reading Community Schools

Reading, Ohio

September, 1968

READING COMMUNITY SCHOOLS

HEALTH EDUCATION PROGRAM

In the Reading Community Schools, health education is a concern of all teachers, K-12. There is no separate class time for health, except at the ninth year level, but rather it is an integral part of the school's over-all concept of health education.

Elementary school teachers will incorporate the health concepts into the time set aside for their science and physical educational programs. Middle school students will receive their health instruction via the physical education, home economics, and science curricula.

Health education is offered daily for one semester during the sophomore year at the secondary level. Health concepts are also integrated into aspects of the secondary science, physical education, and home economic programs.

READING COMMUNITY SCHOOLS

PHILOSOPHY

PHYSICAL AND HEALTH EDUCATION

The physical and health education curriculum of the Reading Community Schools encompasses the areas of emotional responses, personal relationships, group behaviors, cognitive learnings, and other intellectual, social, emotional and esthetic outcomes. In addition to developing muscular strength, bones and ligaments, to acquiring motor skills, and to securing physical endurance, its objective is to awaken and keep alive an interest in wholesome play and recreation as a real contribution to the education of the individual. In its close cooperation with recreation, physical education encourages and supports recreation and leisure-time activities as a responsibility of education. Physical and health education is taught as a means to an end and not as an end in itself. Thus each student has the opportunity to enjoy the satisfaction and well-being that results from participation and achievement in physical and health activities adopted to the individual's needs.

EDUCATIONAL OBJECTIVES

The objectives of the physical and health education program in the Reading Community Schools are to develop the following:

1. A balanced program with activities adapted to all age groups.

2. Sound neuromuscular characteristics through a physical fitness program.

3. Fundamental skills in gymnastics, rhythmics, and athletic activities.

4. Progressive knowledge of rules, techniques and strategies in the above activities suitable to various age levels.

5. Healthy emotional responses.

6. Knowledge and understanding of the body and its functions.

7. Sound health habits and attitudes.

8. A working knowledge of proper health practices.

9. Qualities of leading and following.

10. Cooperation among others.

11. Respect for the rights of others.

12. Loyalty, sportsmanship, resourcefulness, and self-confidence.

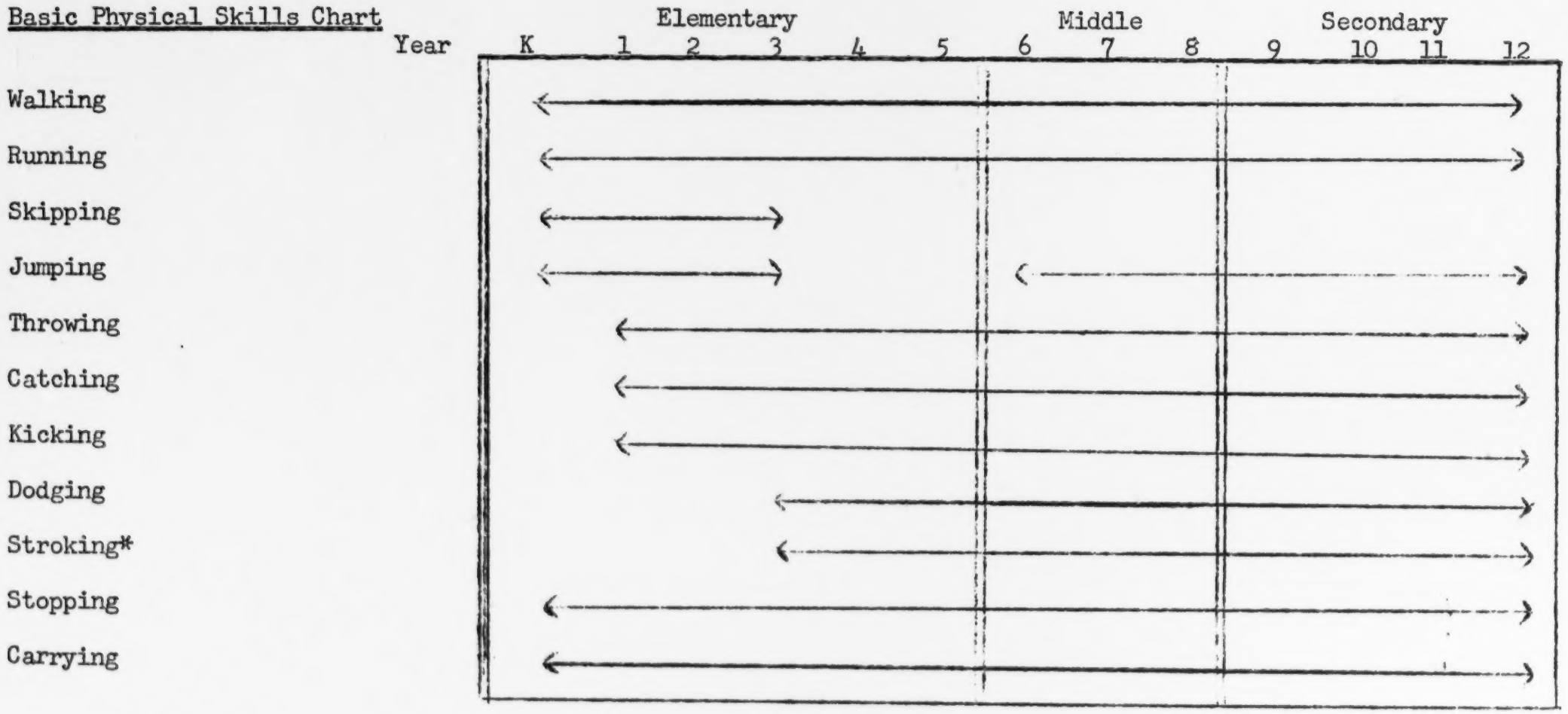
13. A sound system of values.

14. Carry-over skills for worthy use of leisure time.

15. A desire to be of service to others.

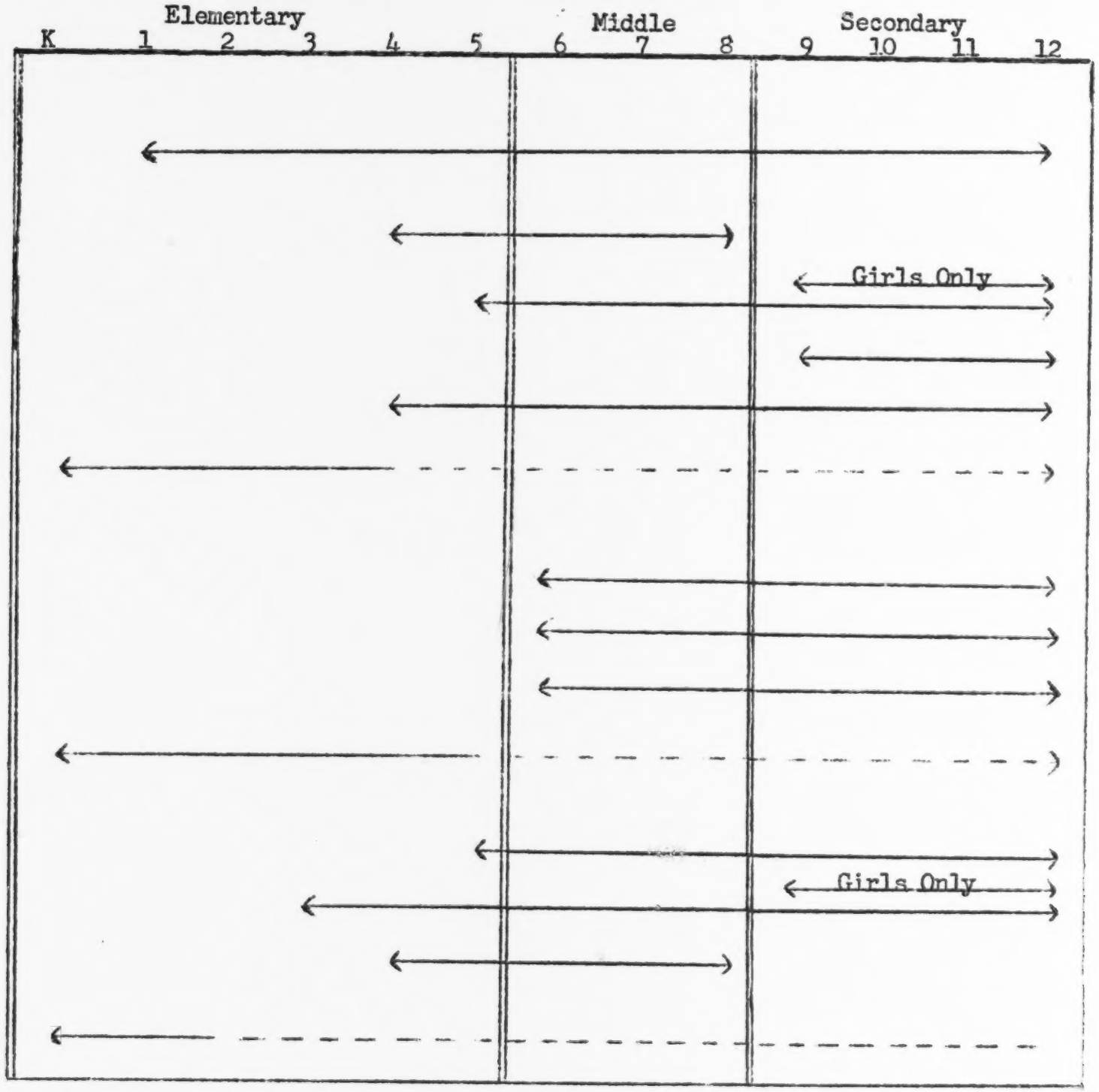
16. A sense of self-expression and creativity in the student.

Basic Physical Skills Chart



*Stroking includes the movements in batting, swinging, volleying and serving.

Physical Education
Class Activities Chart



Physical Education
Class Activities Chart

Year

Elementary | Middle | Secondary

K 1 2 3 4 5 6 7 8 9 10 11 12

Individual Activities:

Exercise Program

Motor Skills Test

(Fall)

Rhythms

Tumbling

Horseshoes

Tetherball

(Winter)

Weights (boys) and Isometrics

Gymnastics

Apparatus

Rhythms

(Spring)

Golf

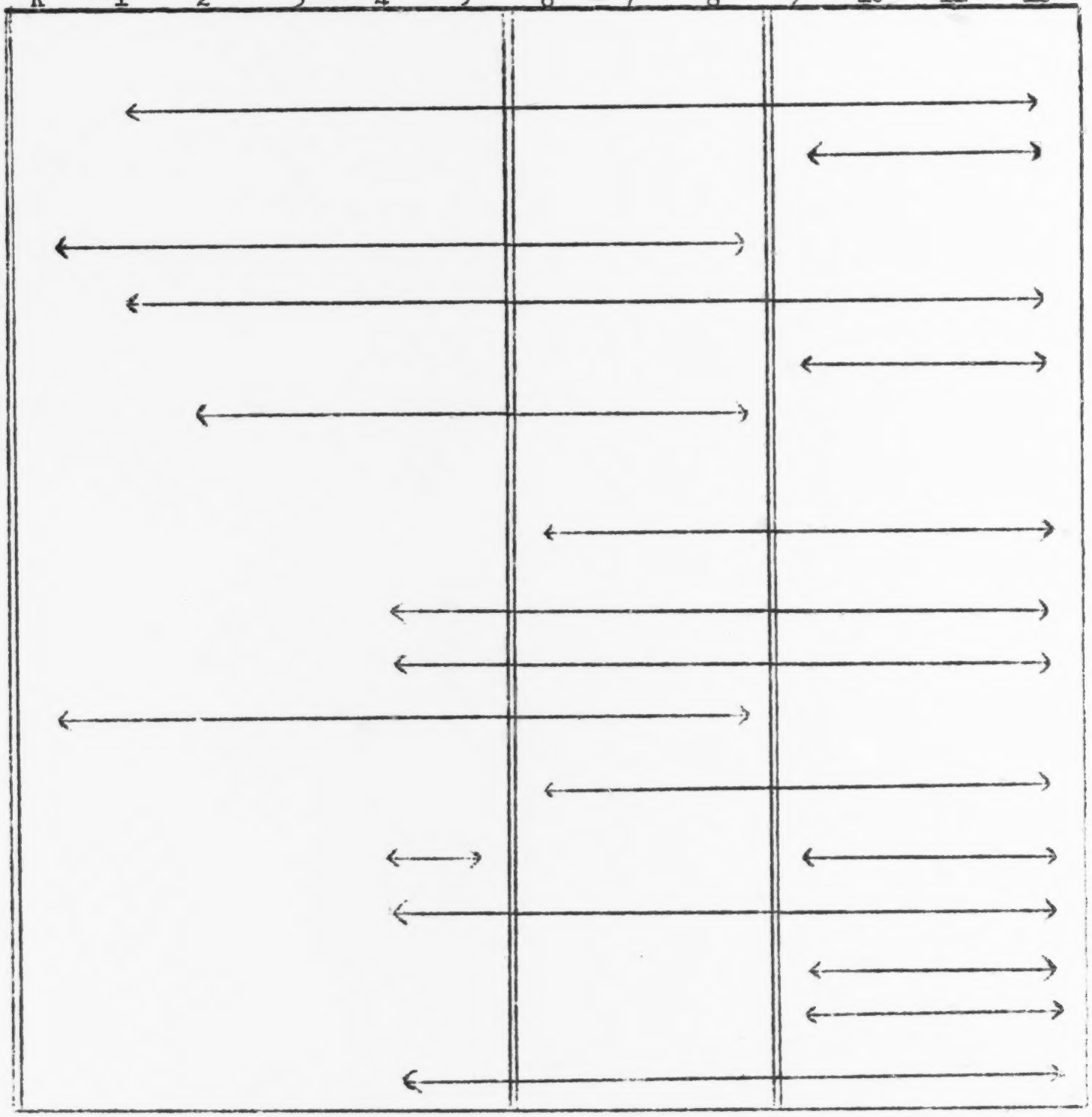
Badminton

Tennis

Horseshoes

Archery

Ping Pong



Exercise Chart	Year	Elementary						Middle			Secondary			
		K	1	2	3	4	5	6	7	8	9	10	11	12
Arm Circling		-	-	-	-	-	-	-	-	-	0	0	0	0
Arm Flinging						-	-	0	0	0	0	0	0	0
Chest and Leg Lift								0	0	0	0	0	0	0
Deep Breathing			-	-	-	-	-	-	-	-	-	-	-	-
Feet and Ankle Exercises								0	0	0	0	0	0	0
Isometric Exercises			-	-	-	-	-	-	-	-	-	-	-	-
Jumping Jacks		-	-	-	-	-	-	-	-	-	-	-	-	-
Knee Raises								0	0	0	0	0	0	0
Lateral Bends			-	-	-	-	-	-	-	-	0	0	0	0
Leg Lifting						-	-	-	-	-	-	-	-	-
Leg-Overs: Tuck & Straight								0	0	0	0	0	0	0
Partial Sit-Ups			-	-	-	-	-	-	-	-	-	-	-	-
Posture Exercises						-	-	0	0	0	0	0	0	0
Push-Ups and Variations			-	-	-	-	-	-	-	-	-	-	-	-
Rocking-Chair								X	X	X	X	X	X	X
Rocking Sit-Ups			-	-	-	-	-	-	-	-	-	-	-	-
Rotation of Hips and Neck		-						X	X	X	X	X	X	X
Runs with Hops, Stride, Jumps and Squats		-	-	-	-	-	-	-	-	-	0	0	0	0
Side Leg Raises			-	-	-	-	-	0	0	0	0	0	0	0
Sit-Ups						-	-	-	-	-	-	-	-	-
Six-Count Squat Thrusts								X	X	X	X	X	X	X
Stretch Hamstring								-	-	-	X	X	X	X
Toe Touches		-	-	-	-	-	-	-	-	-	-	-	-	-
Way Backs								X	X	X	X	X	X	X
Windmills and Variations						-	-	-	-	-	-	-	-	-

Key
X = Boys
0 = Girls
- = Both boys and girls

Accompaniment
Records used to accompany exercises:
1. Robert Preston "Chicken Fat"
2. Debbie Drake "Exercise for Fitness"
3. Bonnie Pruden "Exercise for Teenagers"
4. March records
5. Tambourin or other instruments to keep time

HEALTH CONCEPTS	Year	K	1	2	3	4	5	6	7	8	9	10	11	12
		Elementary						Middle				Secondary		
Adolescent Problems														
Alcohol, Narcotics and Smoking														
Body Organs - Physiology														
Community Health														
Disease: Prevention and Control														
Emotional Health														
Family: Health and Relations														
First Aid														
Food and Nutrition														

HEALTH CONCEPTS-Cont'd

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
	Elementary						Middle				Secondary		
Grooming and Cleanliness		- - - -	- - - -	- - - -	- - - -	- - - -	. . . .	. . . .	. . .	. . . .	———	. . . .	. . . .
		xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Hygiene: Dental, Ear, Eye		- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- -	———		
		xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx							
Mental Health									- - -		———		
Play and Exercise	- - -	- - - -	- - - -	- - - -	- - - -	- - - -		- - - -			———		
	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Personality					- - - -	- - - -	. . .	. . .	. . .		———		
Rest and Sleep	- - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -			———		
		xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Safety	- - -	- - - -	- - - -	- - - -	- - - -	- - - -	. . .	. . .	. .	. . .	——— . . .	. . .	. . .
	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Social Health	- -	- - - -	- - - -	- - - -	- - - -	- - - -	. . .	. . .	. . .		———		
	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx

Key:
Concepts indicated are taught as part of the following programs:

Health ———

Science - - - -

Home Economics . . . . . .

Physical Education xxxxxxxxxx

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

PHYSICAL AND HEALTH EDUCATION

ELEMENTARY

READING COMMUNITY SCHOOLS

PRIMARY AND EIEMENTARY

PHYSICAL EDUCATION PROGRAM

"A child learns by doing," says John Dewey. And what better way is there for learning the basic physical motions of walking, running, skipping, jumping, etc. than through enjoyable games.

Today's children can look forward to an abundance of leisure time in their lives. They need to learn how to spend this time wisely and creatively. The Reading Community Schools offer a physical education program for the primary and elementary grades.

This program involves instructional time with a qualified personnel. The objective of these studies is to prepare the children with the physical skills needed for everyday life.

The concepts of the primary and elementary physical education program include exercises to develop strength, flexibility, and agility; games, both small and large group, to develop the social aspect of living; team games to foster working together with others to accomplish a certain goal; rhythms to refine the different bodily movements and creative expressions of the child; and tumbling to develop strength, agility, flexibility and personal achievement.

Resource materials used in the Reading program include Teaching Physical Education in the Elementary School by Salt, Fox, and Stevens, and Teacher's Handbook of Indoor and Outdoor Games by Edgren and Gruber. These books have been placed in the school libraries for reference use by teachers.

ELEMENTARY SCHOOL CLASSROOM GAMES

Year	K	1	2	3	4	5
Beast, Bird, or Fish			X	X	X	X
Colors	X	X				
Coming from Europe				X	X	X
Concentration				X	X	X
Find the Leader				X	X	X
Ghosts					X	X
Guess What I See	X	X	X			
Hot and Cold	X	X	X			
Magician or Cahoots			X	X	X	X
Mother Cat and Kittens	X	X				
Pop's Super Duper Market		X	X	X		
Rhymes			X	X		
Salesman		X	X			
Stocking Surprise				X	X	
Stormy-Day Fun		X	X	X		
The Clock Strikes	X	X				
Triplets				X	X	X
Twenty Questions				X	X	X
Up Jenkins		X	X	X		
When I Go to Paris			X	X	X	X
Who's Missing	X	X	X			

ELEMENTARY SCHOOL SMALL GROUP GAMES

Year	K	1	2	3	4	5
Bowling				X	X	X
Brownies and Fairies	X	X				
Buddy Speed				X	X	X
Call Ball	X	X	X			
Center Keep Away					X	X
Club Guard					X	X
Club Snatch				X	X	X
Cross Tag					X	X
Dare Tag	X	X	X			
Duck on a Rock					X	X
Exchange Dodge Ball				X	X	X
Flowers and Wind	X	X	X			
Four Square				X	X	X
Fox and Geese	X	X	X			
Giant's Cave		X	X	X		
Hit the Club			X	X		
Hop Scotch Golf				X	X	X
I Spy		X	X	X		
Jump the Shot				X	X	X
Keep Away				X	X	X
Last One Out					X	X
Long Jump Rope				X	X	X
Midnight	X	X	X			
New York		X	X	X		
Number Race				X	X	

ELEMENTARY SCHOOL SMALL GROUP GAMES
(Cont'd)

Year	K	1	2	3	4	5
Old Mother Witch	X	X	X			
Overhead			X	X		
Over the Top				X	X	X
Poison					X	X
Pussy Wants a Corner			X	X	X	
Red Light				X	X	
Red Rover			X	X	X	
Ring Toss				X	X	X
Safety Zones			X	X	X	X
Scooter Boards		X	X	X	X	X
Snake Tag					X	X
Square Dodge Ball				X	X	X
Stride Ball					X	X
Ten Trips					X	X
Timer	X	X	X			
Treasure Island					X	X
Two Deep			X	X	X	X

ELEMENTARY SCHOOL LARGE GROUP GAMES

Year	K	1	2	3	4	5
Beanbag on the Head Relay	X	X	X	X	X	X
Bombardment				X	X	X
Boundary Ball				X	X	
Cat and Mice	X	X	X			
Catch the Caboose				X	X	
Crows and Cranes				X	X	X
Dare Base			X	X		
Dog Catcher			X	X		
Double Netball					X	X
Elimination Dodge Ball				X	X	X
Farmers and Crows				X	X	
Hook-On				X	X	X
Pick-Up Race	X	X	X			
Plug					X	X
Post Ball					X	X
Red, White, Blue					X	X
Run and Throw Back Relay				X	X	X
Squirrels in Trees	X	X	X			
Stealing Sticks					X	X
Stick Tag					X	X
Streets and Alleys					X	X
Stride Ball Relay				X	X	X
Stride Ball Shooting Relay					X	X
The Sea	X	X	X			

TEAM GAMES AND LEAD-UP GAMES

Year	K	1	2	3	4	5
Introductory Team Games:						
Throw It and Run				X	X	
Kick It and Run				X	X	
Newcomb				X	X	
Basketball:						
Shuttle Passing Practices					X	X
Shuttle Dribbling Practice					X	X
One Line Shooting Practice					X	X
Twenty-One					X	X
Goal Ball					X	X
Ten Trips				X	X	X
Center Keep Away					X	X
Keep Away					X	X
Run and Throw Back Relay				X	X	X
Stride Ball Shooting Relay					X	X
Captain Ball				X	X	
Captain Basketball						X
Boy's Two Court Basketball					X	X
Girl's Tally Basketball						X

TEAM GAMES AND LEAD-UP GAMES
(Cont'd)

Year	K	1	2	3	4	5
Soccer:						
Soccer Dribble				X	X	X
Soccer Dribble and Kick				X	X	X
Lateral Passing				X	X	X
Dribble and Lateral Pass					X	X
Soccer Dribble Relay					X	X
Soccer Dribble and Kick Relay					X	X
Lateral Passing Relay					X	X
Goal Line Soccer				X	X	
Zone Soccer					X	
Simplified Soccer						X
Softball:						
Pepper					X	X
Batting Practice				X	X	X
Infield Practice					X	X
Playing Catch				X	X	X
Rollies at the Bat				X	X	X
Bat It and Run Scrub				X	X	X
Bat It and Run				X	X	
Triangle Whiffleball				X	X	X
Whiffleball				X	X	X
Track and Field:						
Running	X	X	X	X	X	X
Running Broad Jump				X	X	X
Standing Broad Jump				X	X	X
High Jump				x	x	x
Relays	X	X	X	X	X	X

TEAM GAMES AND LEAD-UP GAMES
(Cont'd)

Year	K	1	2	3	4	5
Touch Football:						
Passing to an End					X	X
Offensive and Defensive Forward Pass Play					X	X
Passing for Distance				X	X	X
Drive Back					X	X
Ten Trips					X	X
Run and Throw Back Relay					X	X
Stride Ball Relay					X	X
Twenty-Yard Touch Football				X	X	
Simplified Touch Football					X	X
Volleyball:						
Wall Ball					X	X
One Line Volleyball					X	X
Juggle Practice					X	X
Keep It Up						X
Newcomb Volleyball				X	X	X
Juggle Volleyball					X	X
Simplified Volleyball						X

ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES

Year	K	1	2	3	4	5
Fundamental Movements:						
Bending and Stretching	X	X	X	X	X	X
Gallop			X	X	X	X
Hop	X	X	X	X	X	X
Jump	X	X	X	X	X	X
Leap		X	X	X	X	X
March	X	X	X	X	X	X
Polka				X	X	X
Run	X	X	X	X	X	X
Run and Hop	X	X	X			
Run and Stop	X	X	X			
Skip	X	X	X	X	X	X
Slide			X	X	X	
Swinging, Swaying, Twisting	X	X	X	X	X	X
Walk	X	X	X	X	X	X
Waltz				X	X	X
Creative Dance:						
Camels	X	X				
Clock	X	X				
Clowns	X	X				
Ducks	x	x				
Elephants	X	X				
Goblins	X	X				
Hickory, Dickory, Doc	X	X				
Humpty-Dumpty	X	X				
Jack-In-The-Box	X	X				

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ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES
(Cont'd)

Year	K	1	2	3	4	5
(Creative Dance -(Cont'd)						
Lions	X	X				
Little Miss Muffett	X	X				
Pinocchio	X	X				
Pussy Cats	X	X				
Rowing	X	X				
See-Saw	X	X				
Swinging in a Swing	X	X				
Tortoise and the Hare	X	X				
Trains	X	X				
Walking Dolls	X	X				
Watch	X	X				
Witches	X	X				
Folk Dances and Singing:						
Games, Foreign Dances						
A-Hunting We Will Go	X	X				
Ace of Diamonds				X	X	X
Bliking			X	X	X	
Broom Dance			X	X		
Children's Polka			X	X		
Chimes of Dunkirk		X	X			
Come Let Us Be Joyful				X	X	X
Crested Hen				X	X	X
Csebogar				X	X	X
Dance of Greeting	X	X	X			

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ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES
(Cont'd)

Year	K	1	2	3	4	5
(Folk Dances and Singing - (Cont'd)						
Did You Ever See a Lassie?	X	X	X			
Gustaf's Skoal				X	X	
How Do You Do, My Partner?	X	X	X			
I See You	X	X	X			
Jolly is the Miller			X	X	X	
Kolo					X	X
Little Man in a Fix			X	X	X	
Looby Loo	X	X	X			
Minuet				X	X	X
Mountain March					X	X
Ring Dance			X	X		
Round and Round the Village				X	X	X
Sellenger's Round					X	X
Seven Jumps					X	X
Shoemaker's Dance	X	X	X			
Tantoli			X	X		
Thread Follows the Needle		X	X			

ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES
(Cont'd)

Year	K	1	2	3	4	5
American Dances:						
Captain Jinx				X	X	X
Here We Go Round the Mountain				X	X	X
Indian Braves			X	X		
Jump, Jim Crow				X	X	
Paw Paw Patch			X	X	X	
Pop Goes the Weasel			X	X	X	
Push the Business On				X	X	
Rye Waltz					X	X
Sandy Land					X	X
Skip to My Lou					X	X
Virginia Reel		X	X	X	X	X
Square Dances:						
Take a Little Peek					X	X
Life On the Ocean Wave						X

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ELEMENTARY SCHOOL STUNTS

Year	K	1	2	3	4	5
Individual Stunts:						
Bear Hop					X	X
Bear Walk	X	X	X			
Cane Grinder	X	X	X			
Crab Walk		X	X	X		
Duck Walk	X	X	X			
Frog Hop	X	X	X			
Heel Slap	X	X	X			
Human Ball			X	X	X	
Inch Worm			X	X	X	
Jackknife			X	X	X	
Jump the Stick				X	X	X
Kangaroo Hop	X	X	X			
Knee Lift	X	X	X			
Lame Dog Walk	X	X	X			
Log Roll	X	X	X			
Measuring Worm			X	X	X	
Push-Up				X	X	X
Rising Sun				X	X	X
Rocking Horse			X	X	X	
Seal Crawl	X	X	X			
Shoulder Rest			X	X	X	
Sit-Up	X	X	X			
Spank to Crab			X	X	X	
Spider Walk			X	X	X	

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ELEMENTARY SCHOOL STUNTS
(Cont'd)

Year	K	1	2	3	4	5
Individual Stunts (Cont'd)						
Spin the Top			X	X	X	
Squat Thrust					X	X
Straight Leg Bend	X	X	X			
Tight Rope Walk	X	X	X			
Tip Up				X	X	X
Tuck Stand		X	X			
Upswing					X	X
Couple and Group Stunts:						
Angels				X	X	X
Centipede				X	X	X
Cheek Slapping			X	X	X	
Chinese Get-Up			X	X	X	
Clock					X	X
Corkscrew			X	X	X	
Handstand with Assistance				X	X	X
Horizontal Stand					X	X
Merry-Go-Round					X	X
Rocking Chair					X	X
Siamese Twins			X	X		
Sitting Balance					X	X
Spin			X	X		
Stomach Balance					X	X
Tandem			X	X	X	
Three-legged Walk	X	X	X			
Wheelbarrow			X	X	X	

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ELEMENTARY SCHOOL STUNTS
(Cont'd)

Year	K	1	2	3	4	5
Couple and Group Stunts (Cont'd)						
Wring the Dishrag	X	X	X			
Wooden Man					X	X
Stunt Races:						
Boat Race					X	X
Crab Race		X	X	X		
Duck Race	X	X	X			
Seal Race	X	X	X			
Summer Snowshoe Race					X	X
Tandem Race				X	X	
Three-legged Race				X	X	
Three-legged Snowshoe Race					X	X
Tin-Can Stilt Race					X	X
Wheelbarrow Race				X	X	X
Combat Stunts:						
Badge Pull					X	X
Bone of Contention					X	X
Cock Fight	X	X				
Collar Pull					X	X
Crab Fight	X	X				
Duck Fight	X	X				
Four-Square Tag					X	X
Indian Hand Wrestle					X	X
Kangaroo Fight	X	X				
Poison Fight	X	X				
Tire Wrestling					X	X

Concepts	A) Teaching Methods B) Learning Activities
<u>Kindergarten and First Year</u>	
1. Rest and sleep a. Importance of rest b. Need for proper amount of sleep at night	A) 1. Lecture 2. Discussion with the children as the concepts arise. 3. Talk about the proper way of walking to school. 4. Daily check charts of the individual students health work. 5. Charts or posters.
2. Cleanliness a. Brushing of teeth b. Washing of face, ears, and hands c. Brushing and combing of the hair d. Wearing clean clothes e. Proper use of restroom	B) 1. Keeping their individual cleanliness charts 2. Keeping a record of eating habits 3. Practicing first aid 4. Students helping to make health bulletin boards. 5. Playing and working together 6. Studying the growth of a pet 7. Taking naps, having recesses 8. Taking a trip to a farm and seeing the different animals and how they are cared for. 9. Taking part in the discussion of diseases as family or classmates come down with them.
3. Food a. Eating a balanced breakfast b. Eating a proper lunch c. Feeding of pets or wild animals	
4. Safety a. Safety on a school bus b. Safety walking on sidewalks c. Safety at school d. Safety at home	
5. First Aid a. Cleanliness b. Putting on an antiseptic c. Putting on a bandaid	
6. Need for play and work a. How to play and work with others b. The need to play c. The need to work	

Resources

A) Printed
B) Audio Visual
C) People
D) Places

A) My First Health Book
Jones, Morgan, Landis, Shaw
Laidlaw Brothers
Illinois, 1957

First Steps to Health
Byrd, Jones, Landis,
Morgan, Shaw
Laidlaw Brothers
Illinois, 1960

Health and Safety for You
Hallock, Allen, Thomas
Ginn and Company
Boston, 1954

B) Aids for Health Teaching
Metropolitan Life Insurance Co.

Health Education Materials
National Dairy Council

Toothbrushing-It's Up to You
American Dental Association

Frank Visits the Dentist
American Dental Association

C) School nurse

Science teacher

Physical Education teacher

Evaluation

A) Expected Outcome
B) Testing Program

A) 1. Demonstrate good health habits.
2. Show an appreciation and desire for good health.
3. Show a care for others - their health and safety.
4. Be able to get along during work and play with others of all ages.

B) 1. Teacher observation
2. Classwork

Concepts

A) Teaching Methods
B) Learning Activities

7. Growth
   a. New life of animals
   b. Different forms of new life
   c. Care of new life
   d. How humans grow
   e. What we need to grow

8. Sickness
   a. Colds
   b. Flu
   c. Children diseases
   d. How to care for yourself
   e. How to care for others

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

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Concepts	A) Teaching Methods B) Learning Activities
<u>Second and Third Year</u> 1. People and family relations a. No two people are alike b. How to make friends c. How to get along with people d. How to get along with the family	A) 1. Lecture 2. Discussion 3. Students read from special books or magazines. 4. Charts, bulletin boards, films, filmstrips, posters 5. Special people to speak to the students
2. Cleanliness a. Grooming b. Your skin 1. Care of skin 2. Fighting germs c. Care of clothes d. Care of shoes	B) 1. Students write or give an oral report on an experience they have had with friends or family. 2. Students keep an individual cleanliness chart which is kept daily. 3. Making a safety list of all hazards found at home, street, and school 4. Having a clean-up program and clean-up the school grounds 5. Planning a daily food chart for a week 6. Taking a complete growth study of height, weight and measurements 7. Taking part in a field trip through a life squad, fire house, or public kitchen
3. Safety a. Safety around the home b. Safety around fire c. Safety on the street d. Safety around the pool	
4. Study the senses a. Your brain b. Your eyes c. Your ears d. Your skin e. Your nose f. Your mouth	
5. Food a. What makes a balanced meal 1. What are energy foods 2. What are protein foods 3. Grouping of foods a. Milk group b. Meat group c. Vegetables and fruits d. Breads and cereals b. What does food do to the body c. How does food enter the body's systems	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Habits for Health
Byrd, Jones, Landis, Morgan, Roberts
Laidlaw Brothers
Illinois, 1960

My Second Health Book
Jones, Morgan, Landis, Shaw
Laidlaw Brothers
Illinois, 1957

Learning About Health
Byrd, Jones, Landis, Morgan, Shaw
Laidlaw Brothers
Illinois, 1960

Health and Safety for You
Hallock, Allen, Thomas
Ginn and Co.
Boston, 1954

How We Grow
O'Keefe, Maxwell
John C. Winston Co.
Philadelphia, 1954

B) Aids for Health Teaching
and
What Teachers See
Metropolitan Life Insurance Co.

Toothbrushing-It's Up to You
Home Care of the Mouth
and
Frank Visits the Dentist
American Dental Association

Health Education Materials
National Dairy Council

Man Against Disease
Blue Cross Commission

Polio
The National Foundation

Evaluation
A) Expected Outcome
B) Testing Program

A) 1. Show a knowledge and concern for good health habits
2. Be able to work and play with others
3. Show a pride in themselves-grooming
4. Be aware of safety hazards and know what to do when an accident occurs
5. Initiate an inquisitive spirit in the students on the human organs and their function
6. Demonstrate a care about the body
7. Be aware of the human growth patterns

B) 1. Teacher observation
2. Classwork
3. Tests made up by the teacher

Concepts	A) Teaching Methods B) Learning Activities
6. Study growth a. Different growth patterns b. Need for food, sleep, rest and exercise c. Growth of teeth d. What responsibilities come with growing up	

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

C) School nurse
Science teachers
Physical Education teachers
School dietitian
Community life squad personnel

Concepts	A) Teaching Methods B) Learning Activities
<u>Fourth and Fifth Year</u>	
1. Growing in Body and Mind a. Growth patterns b. Emotional growth c. Social growth	A) 1. Lecture 2. Discussion 3. Posters, charts, films, and filmstrips 4. Resource people 5. Field trips
2. Understanding yourself a. Your environment b. Your heredity c. You and your home d. You and your school e. You and your friends	B) 1. Writing reports on the different growth patterns between the different animals 2. Making a list of the personal traits (physical, mental, emotional, spiritual, social) they received from heredity and environment 3. Discussion of the various ways they act according to location
3. Understanding the body and how it works a. Skin and the sense of touch b. Mouth and the sense of taste c. Teeth d. Nose, throat, and the sense of smell e. Ear and the sense of hearing f. Eye and the sense of sight	4. Labeling the different body organs 5. Small group discussions of adolescent problems 6. Debating or discussions on alcoholism, use of narcotics, and the smoking habit 7. Taking a field trip a. Community Health Dept. b. Water Works c. Hospital 8. Writing a report on a person who has made a contribution to the Health field
4. Safety and first aid	
5. Growing in responsibility	
6. Respiratory system	
7. Brain and nerves	
8. Heart and circulation	
9. Food you eat	

Resources
- A) Printed
- B) Audio Visual
- C) People
- D) Places

A) Your Health and You
Jones, Morgan, Landis
Laidlaw Brothers
Illinois, 1950

Your Health
Byrd, Jones, Landis, Morgan
Laidlaw Brothers
Illinois, 1960

The How and Why Club
Frasier, Dolman, Shoemaker, Van Noy
L. W. Singer Co.
Syracuse, 1939

B) Aids for Health Teaching
Florence Nightingale and the Founding of Professional Nursing
and
What Teachers See
Metropolitan Life Insurance Co.

Health Education Materials
What Will I Be from A to Z
and
How I Grow
National Dairy Council

Dental Health
Connecticut Dairy & Food Council

The Common Cold
Connecticut State Dept. of Health

How to Catch a Cold
and
I Promise Common Sense
Kimberly-Clark Corporation

- A) Expected Outcome
- B) Testing Program

A)
1. Demonstrate a knowledge of the different growths: emotional, social, and physical
2. Be aware of behavior differences according to where the person is at that time
3. Acquire a knowledge of the body and its function
4. Develop a safety consciousness
5. Be able to take on responsibility
6. Realize that during adolescence many problems are faced by all
7. Become aware of the harmful outcomes that can come from the alcohol, narcotic, and smoking habits
8. Become aware of the community Health Services available to people of Reading

B)
1. Teacher observation
2. Classwork
3. Written tests made up by the teachers

Concepts	A) Teaching Methods B) Learning Activities
10. Food becomes body fuel	
11. Adolescent problems	
12. Alcohol, narcotics, and smoking	
13. Community Health a. Public Health Dept. b. School nurse c. Sewage d. Drinking water e. Flouridation f. Police Dept. g. Fire Dept. h. Life Squad	

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

C) School nurse
Science teacher
Physical Education teacher
Community Chest Service
American Cancer Society
Alcoholics Anonymous Association

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

PHYSICAL AND HEALTH EDUCATION

MIDDLE

Concepts	A) Teaching Methods B) Learning Activities
<u>Middle School</u> 1. Science Program a. Physiology - body organs b. Bacteriology - disease c. Food 1. Carbohydrates 2. Fats 3. Proteins d. Structure and function of the eye and ear e. Respiratory system in connection with exercise and rest f. Mental and emotional growth with the nervous system g. Alcohol, narcotics, and smoking and their affects on the body	A) 1. Lectures 2. Discussions 3. Debates 4. Reports - written or oral 5. Learning packets prepared by the teacher B) 1. In the science program: a. Studying physiology by dissecting animals and comparing the organs and work of the systems b. Using microscopes and films on seeing germs and how they grow c. Giving reports of the many bacteriologists who have made great contributions in prevention of diseases d. By using a kymograph, seeing how exercise and rest affects the respiration and circulation of the body e. Breaking down foods by use of chemicals
2. Home Economics Program a. Adolescent Problems 1. Care of the skin 2. Dating 3. Female hygiene b. Family Health & Relations 1. You and your family 2. Being a family member 3. Understanding my parents 4. What a young child is like 5. Living with small children 6. Having fun with children	2. In the Home Economics Program: a. Reading articles from teen magazines on adolescent problems b. Discussion in classes on acne, dating, female hygiene c. Writing out a short skit on how to meet another person and how to keep a friend. Showing what could happen to cause a person to dissolve a friendship.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Improving Your Health
Byrd, Jones, Landis, Morgan
Laidlaw Brothers
Illinois, 1963

Health for Life
Gallagher, Goldberger, Hallock
Ginn Company
Boston, 1964

Exploring Home and Family Living
Fleck, Fernandez, Munves
Prentice Hall Inc.
Englewood Cliff, N. J. 1959

Young Living
Nanalee Clayton
Charles A. Bennett Co. Inc.
Peoria, Illinois, 1963

Life and the Molecule
Navarra, Zafforoni, Garone
Harper and Row
Evanston, Illinois, 1966

B) Health Goals for Youth
and
Aids for Health Teaching
Metropolitan Life Insurance Co.

As Other See You
and
A Story About You
American Medical Association

Health Education Materials
National Dairy Council

Evaluation
A) Expected Outcome
B) Testing Program

A)
1. Develop a healthy way of life
2. Show a care for personal grooming
3. Demonstrate a knowledge of the body and all its functions
4. Demonstrate control of emotions
5. Demonstrate a good social growth
6. Develop a concern for the harm done through the use of drugs, alcohol, and smoking
7. Realize they are not alone with the problems of acne, parent conflicts, dating, or any other adolescent problems
8. Realize what it means to be a family and to take on some of the responsibilities
9. Develop a knowledge of small children's behavior
10. Realize the importance of eating properly balanced meals, and show this by doing it.
11. Become safety conscious
12. Develop a knowledge of the care of emergencies

B)
1. Teacher observation
2. Classwork
3. Written tests made up by teacher

Concepts	A) Teaching Methods B) Learning Activities
c. Food and Nutrition 1. What food does for you 2. Break down of food a. Proteins b. Vitamins c. Minerals d. Fats e. Carbohydrates 3. Fixing balanced meals d. Grooming and Cleanliness 1. Personal grooming 2. Caring for clothes 3. What to wear when e. Why we act as we do f. Social health 1. Getting acquainted with others 2. Getting along with others g. Safety around the home h. Meeting emergencies in the home	d. Taking a trip through the school kitchen and talk with the dietitian e. Making a notebook on grooming, clothing, dating, and making friends f. Making a list of responsibilities the student has in the home
3. Physical Education Program a. Adolescent Problems 1. Female hygiene 2. Problems with parents 3. Dating 4. Weight problems b. How alcohol, narcotics, and smoking affects the body according to athletics c. Emotional Health 1. Can one accept defeat with the attitude to improve oneself 2. What it means to be a leader 3. What it means to be a follower 4. Can you accept victory without boasting	3. Physical Education: a. Discussion is a good method, keeping them informal b. Through actual performance of emotional growth and social growth in activities c. Films shownon female hygiene d. Keeping a bulletin board e. Taking part as a squad or floor leader, or captain of a team f. Speaking privately with the instructor

Resources
- A) Printed
- B) Audio Visual
- C) People
- D) Places

- A) Teaching Methods
- B) Learning Activities

B) Cont'd

Everybody Wonders
National Coffee Association

The Story of Menstruation
Kimberly-Clark Corporation

Weight-Watching Tips for Teens
Washington State Dairy Council

Orthodontics - Questions and Answers
American Dental Association

Eyes that See and Ears that Hear
When Days May Count
About Your Blood
The News About Tuberculosis
and
What to Eat and Why
John Hancock Mutual Life Insurance Co.

The Basic Seven
Sealtest Consumer Service

The Story Behind the Polio Vaccine
The National Foundation

C) Science Teacher
Home Economic teacher
Physical Education teacher
School nurse
School dietition
School counselor
Speakers:
American Cancer Society
Food and Drug Administration
Alcoholics Anonymous Association

Concepts	A) Teaching Methods B) Learning Activities
d. Need for proper eating habits e. Grooming and cleanliness 1. Need for showers after strenuous activities 2. Having laundered gym clothes 3. Need for proper fitting of clothes for activity 4. Sanitation in locker room, showers, and rest rooms f. Need for exercise and proper rest daily g. Safety h. Social responsibilities	

	A) Printed		A) Expected Outcome
	B) Audio Visual		
Resources	C) People	Evaluation	B) Testing Program
	D) Places		

Audio-visual materials may be obtained by contacting the following agencies:

American Dairy Association
Order Department
20 North Wacker Drive
Chicago 6, Illinois

American Dental Association
Bureau of Dental Health Education
222 East Superior Street
Chicago 11, Illinois

American Medical Association
Department of Health Education
535 North Dearborn Street
Chicago 10, Illinois

Blue Cross Commission
Public Service Division
840 North Lake Shore Drive
Chicago 11, Illinois

Connecticut Dairy and
Food Council
c/o National Dairy Council
Program Service Department
111 North Canal Street
Chicago 6, Illinois

Kimberly-Clark Corp.
Education Department
Neenak, Wisconsin

John Hancock Mutual Life Insurance Co.
Health Education Service
200 Berkeley Street
Boston 17, Massachusetts

Metropolitan Life Insurance Co.
School Health Bureau
1 Madison Avenue
New York, New York

National Dairy Council
Program Service Department
111 North Canal Street
Chicago 6, Illinois

National Coffee Association
120 Wall Street
New York, New York

National Foundation
Scientific and Health Information Dept.
800 Second Avenue
New York 17, New York

Sealtest Consumer Service
260 Madison Avenue
New York, 16, New York

Washington State Dairy Council
2124 Fourth Avenue
Seattle 1, Washington

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

PHYSICAL EDUCATION GAMES

MIDDLE SCHOOL AND HIGH SCHOOL

Concepts	A) Teaching Methods B) Learning Activities
<u>Badminton</u>	
1. Preliminary concepts	A) 1. Teacher demonstration of skills
a. Background	2. Blackboard or magnetic board to demonstrate court and court position during service and play
b. Explanation	
c. Rules	
d. Values	B) 1. Practice various skills. Size of class will determine starting point.
(1) Present co-recreational	
(2) Carry-over	2. Begin play after basic skills are learned.
(3) Adaptability	3. Advise students on stroke execution as play continues.
e. Description	4. Arrange games so students will get experience in singles play.
f. Equipment and its care	5. Aerial darts may easily be taught in conjunction with badminton.
g. Scoring	
2. Skills	
a. Grip	
(1) Forehand	
(2) Backhand	
(3) Service	
b. Wrist action	
c. Footwork	
d. Timing	
e. Service strokes	
f. Overhead strokes	
g. Underhand strokes	
h. Net shots	
i. Drive	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Official Tennis-Badminton Guide
National Section for Girls
and Women's Sports
1201 Sixteenth St., N. W.
Washington, D. C.

Individual and Team Sports
for Women
Miller, Donna Mae and
Ley, Katherine L.
Prentice-Hall, Inc.

Winning Badminton
Davidson, Kenneth L. and
Gustavson, Leland R.
A. S. Barnes and Company
New York, N. Y., 1951

Evaluation
A) Expected Outcome
B) Testing Program

A) 1. Demonstrate knowledge and appreciation of carry-over values of the game.
2. Show skill development.
3. Develop good sportsmanship.
4. Show proper use and care of equipment.
5. Strive for development of advanced skills.

B) 1. Teacher observation of skills and improvement.
2. Progress charts.
3. Incidence chart in game situation scored by giving points for successes and against failures.
4. Rating scale or checklist to judge form and player strategy.
5. Written test.

Concepts	A) Teaching Methods B) Learning Activities
Archery 1. Preliminary concepts a. History b. Description c. Rules d. Scoring e. Equipment and its care f. Safety precautions g. Values 2. Skills a. Stringing or bracing the bow b. Addressing the target c. Holding the bow d. Nocking e. Drawing f. Holding g. Aiming h. Loosing or releasing and follow-through	A) 1. Teacher demonstration of skills, and use and care of equipment 2. Can be taught as an excellent means of correcting and teaching posture 3. Can be adjusted to almost any available space and fitted into any free time 4. Individual assistance and criticism needed as student begins each skill 5. Early instruction in safety and handling equipment and safety on the range B) Variety in the type of shooting contest is a means of stimulating continual interest in the sport. There are many novelty archery events which can be used for this purpose.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) <u>The Archer's Magazine</u>
1200 Walnut Street
Philadelphia, Pa.

<u>Archery Instructor's Guide</u>
The Athletic Institute
209 S. State Street
Chicago 4, Illinois

<u>Individual and Team Sports for Women</u>
Miller, Donna Mae and
Ley, Katherine L.
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

<u>The Teaching of Archery</u>
Craft, Dave and Cia Craft
A. S. Barnes and Company
New York, N. Y., 1936

A) 1. Acquire a knowledge of the background of archery.
2. Develop an interest and appreciation for archery as a leisure time and carry-over activity.
3. Develop the skills of the sport.

B) 1. Records of scores
2. Appraisals of form and of specific techniques
3. Written test

Concepts	A) Teaching Methods B) Learning Activities
<u>Basketball</u>	
1. Preliminary concepts	A) 1. Lecture and discussion to present the activity
a. History	2. Blackboard to show the game
b. Description of game	3. Demonstration of skills
c. Terms	4. Rule sheets
d. Rules	5. Learning packets (teacher prepared)
e. Safety precautions	
2. Skills	B) 1. Drills
a. Catching	(a) Passing and catching drills explaining and showing the different uses of all the various passes
b. Passing	(b) Dribble drills and use of relays putting in pass work and footwork
(1) Underhand	(c) Shooting practices and lead-up games which call for the different shots to be made
(2) One hand	2. Work on a jump chart to improve on height
(3) Bounce pass	3. Use of lead-up games
(4) Chest pass	(a) Keep away
(5) Overhead	(b) Around the world
c. Dribbling	(c) Twenty-one
d. Foot work	(d) Horse, Pig
(1) Stop	(e) Five passes and Shoot
(2) The pivot	(f) Captain Ball
(3) The feint	(g) Goal-Hi
e. Shooting	(h) Shuttle Ball Pass
(1) Lay-up	4. Play a Round Robin Tournament in class.
(2) One hand push, chest	5. Have a tournament within the school - class against class
(3) Foul shooting	6. Have students attend basketball games
(a) Underhand, shuffle	
(b) One-hand push	
(c) Chest	
f. Jumping	
g. Guarding	
(1) Foot work	
(2) Hand position	
(3) Position on floor	
h. Defenses	
(1) Man-to-man	
(2) Zone	
i. Screening	
j. Scoring and officiating	

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Individual and Team Sports for Women
Miller and Ley
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

Official Basketball Guide
National Section for Girls and Women Sports
Washington, D. C.
Revised Biennially

Team Sports for Women
Meyer and Schwarz
W. B. Saunders and Co.
Philadelphia, 1957

Basketball
Loeffer-Ken
Prentice-Hall, Inc.
New York, 1957

Offensive Basketball
McGuire - Dick
Prentice-Hall, Inc.
New York, 1958

Championship Basketball
Rupp-Adolph
Prentice-Hall, Inc.
New York, 1948

Teacher's Handbook of Indoor and Outdoor Games
Edgren and Gruber
Prentice-Hall, Inc.
Englewood Cliffs, N. J. 1963

B) Basketball Fundamentals
U. S. Rubber Co.
Keds Sports Dept.
Rockefeller Center
1250 Avenue of the Americas
New York 20, N. Y. (Free loan)

Defense Teamwork in Basketball
Ideal ($2.00 rental)

A) Expected Outcome
Evaluation B) Testing Program

A) 1. Acquire a useful knowledge of the game and rules
2. Be able to demonstrate the various skills involved
3. Take part in the sport as a participant or as a good spectator
4. Become a good team member
5. Practice the attitudes of a good sportsman

B) 1. Written tests on history, rules, and safety precautions
2. Teacher observation of students participation
3. Skill tests on dribble, different shots and jumping

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Concepts	A) Teaching Methods B) Learning Activities
<u>Field Hockey</u> 1. Explanation and history of the game 2. Skills a. Carrying position of the stick b. Dribbling c. Passing (1) Push pass (2) Drive (3) Scoop (4) Flick d. Tackling (1) Left hand lunge (2) Circular tackle (3) Straight tackle (4) Left jab (5) Right cut e. Fielding (stopping the ball) (1) Loose stick method (2) Dead stick method f. Center bully g. Additional skills (1) Triangular pass (2) Roll in (3) Dodges (4) Corner plays (5) Tackling back (6) Marking (7) Backing up h. Rules	A) Demonstrate each technique and skill. Good use can be made of the magnetic board showing player positions for various situations. B) Practice each new skill as presented. As a warm-up, run with the stick in carrying position. Let the stick swing naturally with the arms. Carry the stick in a relaxed position. The teaching progression for the dribble should be: 1. Dribble slowly in a straight line waking or running 2. Dribble in a straight line running at full speed 3. Dribble and pass - push, drive, flick, or scoop 4. Receive a pass from right or left and continue with dribble 5. Dribble, pass and receive 6. Dribble in a circle Important in teaching the four methods of passing is emphasizing the appropriate time for the use of each. Various formations can be utilized for squad practice of each pass. The same is true for each method of tackling. Each tackle will become meaningful only when the student can realize its function. Keeping the eye on the ball should be emphasized in fielding the ball as the progression moves from fielding a slowly moving ball, to fielding a hard hit ball, to fielding a ball while running toward it and finally fielding with the hand.

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Team Sports for Girls and Women
Meyer and Schwarz
W. B. Saunders Company
Philadelphia, 1957

Individual and Team Sports
for Women
Miller and Ley
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

Official Field Hockey -
LaCrosse Guide
National Section for
Girls and Women's Sports
Washington, D. C.
Revised biennially

A) Expected Outcome
Evaluation B) Testing Program

A) 1. Demonstrate a knowledge of the history of the game
2. Develop skills of advancing, stopping and passing the ball
3. Develop a sense of teamwork and fair play
4. Develop the qualities relating to good sportsmanship
5. Acquire a knowledge of rules of the game of field hockey
6. To build up endurance in running
7. Be familiar with the positions and duties of the players

B) Teacher observation
Skill tests
Written tests

Concepts	A) Teaching Methods B) Learning Activities
<u>Golf</u> 1. Preliminary concepts a. Background of the game b. Proper attire c. Equipment (1) Name (2) Use (3) Care d. Rules and scoring e. Terminology f. Carry-over g. Description h. Etiquette 2. Skills a. Grip b. Stance (1) Square or parallel (2) Closed (3) Open c. Fractional swings (short and medium irons) (1) Quarter-swing (2) Half-swing (3) Three-quarter swing d. Full swing (tee shots, fairway shots, and long iron shots) (1) Back swing (2) Down swing (3) Impact (4) Follow-through e. Putting	A) 1. Teacher demonstration and assistance 2. Indoor practice is practical in the early stages of learning. Coca practice mats and the special indoor balls can be effective here as well as rubber disc cups for putting practice. 3. Recently the favored practice uses a medium or short iron and teach the less complicated short approach shot first. 4. Progress until the full swing is completed and then use the longer clubs. 5. Class meets indoors or on a practice field for the first three or four weeks before proceeding to a golf course for the remainder of the term. 6. Manual assistance to help player feel swing. B) 1. Practice of skills using proper grip and stance. 2. Make use of the many pieces of practice equipment for indoor and outdoor use realizing that the lack of weight of a practice ball at impact results in less satisfaction and gives a false impression of the shot that can be detrimental in developing accurate approaches and putts. 3. Analyze each shot and try to correct or improve upon it. 4. Practice swings using various clubs. 5. Play game from the tee to the green and consider the hole finished as soon as the player's ball rests on the green. 6. Students play and keep score making special note of the number of putts needed to put ball in the cup.

Resources

A) Printed
B) Audio Visual
C) People
D) Places

Evaluation

A) Expected Outcome
B) Testing Program

A) Printed

<u>Individual and Team Sports for Women</u>
Miller, Donna Mae and
Lcy, Katherine L.
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

<u>How to Play Your Best Golf All the Time</u>
Armour, Tommy
Simon and Schuster
New York, N. Y., 1953

<u>Fundamentals of Golf</u>
Hicks, Betty
J. A. Dubow Mfg. Co.
Chicago, Illinois, 1948

<u>Individual Sports for Women</u>
Ainsworth, Dorothy S.;
Broer, Marion R.; Goss, Gertrude;
Harris, Marjorie M.; Jennings,
Evelyn; Russell, Helen L.;
and Ryder, Florence M.
W. B. Saunders Company
Philadelphia, Pa., 1960

<u>The Official Rules of Golf</u>
United States Golf Association
73 East 57th Street
New York 23, N. Y.

<u>The Easy Way to Learn Golf Rules</u>
National Golf Foundation Inc.
804 Merchandise Mart
Chicago 54, Illinois

C) The local Coca-Cola bottling company will send a local golf professional (man or woman) to the high schools for a demonstration clinic. This service is free to the schools in this area.

D) Locally sponsored tournaments for men and women.

A) 1. Demonstrate knowledge and appreciation of the carry-over values of the game.
2. Demonstrate knowledge of the rules of golf.
3. Develop some degree of form and playing ability.
4. Practice good sportsmanship attitudes.

B) 1. Self-testing
2. Skill tests
3. Knowledge tests
4. Teacher observation of improvements in skills
5. Checklist devices
6. Incidence-type records

Concepts	A) Teaching Methods B) Learning Activities
<u>Gymnastics</u> 1. Preliminary concepts a. History b. Values c. Safety d. Spotting 2. Skills a. Tumbling - Ind. (1) Forward roll (2) Backward roll (3) Shoulder roll (4) Back extension (5) Cartwheel (6) One-arm cartwheel (7) Roundoff (8) Handspring (9) Headspring (10) Front handspring (11) Tinisca (12) Forward somersault (13) Back handspring (14) Back handspring from snap-down (15) Back somersault b. Balancing - Ind. (1) Tri-pod (2) Tip up (3) Head balance (4) Head and forearm balance (5) Forearm balance (6) Hand balance (7) Two arm elbow lever c. Balancing - one or more (1) Chest balance (2) Thigh stand (3) Knee and shoulder (4) Front swan (5) Foot to hand (6) Two high stand (7) Shoulder balance on feet (8) Low arm to arm d. Pyramids	A) 1. Lecture and discussion 2. Learning packets prepared by the teacher 3. Demonstrations 4. Films or film strips 5. Individual help 6. Use advanced students to help slower ones B) 1. Observation of others 2. Practice 3. Performance in a class program

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Complete Book of Gymnastics
Loken and Willoughby
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1959

Official Tumbling & Apparatus Guide
National Section of Girls and Women Sports
Washington, D. C.
Revised biennially

Tumbling Techniques Illustrated
Burns, Ted, and Micoleau
Ronald Press
New York, N. Y., 1957

The Teaching of Stunts and Tumbling
Cotteral, Bonnie, & Cotteral
Ronald Press
New York, N. Y., 1957

Stunts and Tumbling for Girls
Horne, Virginia Lee
Ronald Press
New York, N. Y., 1943

B) The Official AAU Gymnastic Championship Meets
AAU Motion Picture Library
223 S. Main
Ann Arbor, Michigan

N.C.A.A. Gymnastic Meet Films
N.C.A.A. Office
209 Fairfax Building
Kansas City, Missouri

Gymnastics - Fundamentals and Techniques (1 & 2)
Paul Hoefler Productions
612½ South Ridgely Drive
Los Angeles, California

Tumbling
Champions on Film
303 S. Main
Ann Arbor, Michigan

A) Expected Outcome
Evaluation B) Testing Program

A) 1. Be able to participate in many of the tumbling values
2. Be able to experience self achievement
3. Experience a different use and work of the body
4. Acquire a knowledge of the many fields in tumbling
5. Improve balance, agility, and coordination

Concepts	A) Teaching Methods B) Learning Activities
e. Free Exercise (1) Front scale (2) V-seat (3) One arm elbow lever (4) Straddle seat (5) Backward fall with half turn to chest (6) Pinwheel (7) Backward roll to straddle stand (8) Splits	

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

Concepts	A) Teaching Methods B) Learning Activities
<u>Apparatus</u> 1. Preliminary concepts a. History b. Value c. Various equipment and parts d. Safety e. Spotting 2. Skills a. Trampoline (1) Straight bounce and break (2) Dismounts (3) Half Pirouette (4) Knee bounce (5) Hands and knee bounce (6) Seat drop (7) Front drop (8) Back drop (9) Half twist to back drop (10) Half twist to front drop (11) Swivel hips (12) Half turntable (13) Knee front somersault (14) Front somersault b. Side and Long Horse (1) Approach (2) Take off (3) Front vault (4) Flank vault (5) Rear vault (6) Squat vault (7) Straddle vault (8) Single leg half circle (9) Single leg circle (10) Double leg half circle (11) Right feint (12) Single rear dismount (13) Regular scissors (14) Reverse scissors	A) Methods must be specific on safety and the importance of spotting. 1. Lecture and discussion 2. Emphasis on safety 3. Demonstrations 4. Films, filmstrips and photo 5. Learning packets prepared by the teacher B) 1. Each and every student learns how to spot. 2. Class works together on one apparatus at a time until the required stunts are accomplished. 3. Once all equipment has been experienced, spotting on each learned, and the step to which the individual student has reached is known, the class could be free to go to the type of apparatus he or she wishes, making sure no horseplay is allowed and no student tries a new trick without proper instruction.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Complete Book of Gymnastics
Loken and Willoughby
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1959

Teaching Physical Education in the Elementary School
Salt, Fox, Stevens
Ronald Press Co.
New York, 1960

Trampoline Tumbling
Larry Griswold
A. S. Barnes and Co.
New York, 1966

Stunts and Tumbling
Horne, Virginia Lee
Ronald Press Co.
New York, N. Y., 1943

Physical Education Activities
Fait, Hollis F., Shaw, Fox, Hollingsworth
W. B. Saunders Co.
Philadelphia, 1956

B) Trampolining
Champions on Film
303 S. Main
Ann Arbor, Michigan

The Official AAU Gymnastic Championship Meets
AAU Motion Picture Library
223 Broadway
New York, New York

Olympic World Championship, and Sarasota Clinic Films
Film Exchange Committee
Milton Berkowitz, Chairman
47 Boyd Avenue
Jersey City, N. J.

People connected with the different gymnastic equipment companies will make visits to schools to talk and give demonstrations.

Evaluation
A) Expected Outcome
B) Testing Program

A)
1. Demonstrate the knowledge of the use of all apparatus
2. Acquire a sense of balance, overcome the sense of fear.
3. Experience self achievement
4. Develop a sense of relocation
5. Develop timing, rhythm and coordination
6. Develop confidence and self-reliance
7. Develop strength in upper part of the body
8. Develop agility
9. Develop coordination, rhythm, balance, and a sense of timing.

Concepts

A) Teaching Methods
B) Learning Activities

c. Horizontal Bar
   (1) Regular grip
   (2) Reverse grip
   (3) Front support mount
   (4) Underswing dismount
   (5) Skin the cat
   (6) Single knee swing up
   (7) Single knee circle backward
   (8) Single knee circle forward
   (9) Back hip circle
   (10) Double leg circle backward

d. Parallel Bars
   (1) Straight arm support
   (2) Straight arm walk
   (3) Dismounts
   (4) Dip
   (5) Front support turn
   (6) Swing
   (7) Straddle seat
   (8) Straddle seat travel
   (9) Forward roll to straddle seat
   (10) Backward straddle shoulder roll
   (11) Shoulder balance

e. Rings
   (1) Chin-up L position
   (2) Chin-up one arm to the side
   (3) Pike hang
   (4) Inverted hang
   (5) Skin the cat
   (6) Bird's nest
   (7) Single leg cut off - forward
   (8) Dislocate

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

10. Develop strength in the upper part of the body
11. Develop a sense of re-location
12. Develop courage and confidence
13. Develop rhythm and coordination

14. Develop strength in the upper arms
15. Develop balance
16. Develop coordination and timing
17. Confidence in self achievement

18. Develop strength in the upper body
19. Develop strength in the hand grip
20. Develop a sense of rhythm and beat
21. Develop confidence in the ability to handle one's body

Concepts	A) Teaching Methods B) Learning Activities

f. Balance Beam
   (1) Straight arm support mount
   (2) Crotch seat mount
   (3) Wolf vault mount
   (4) Squat mount
   (5) Straddle mount
   (6) Walk on beam forward and backward
   (7) Turns on beam
   (8) Jumps on beam
   (9) Balance seat
   (10) Pirouette
   (11) Front scale
   (12) Knee scale
   (13) One leg squat
   (14) Straddle hold
   (15) Backward shoulder roll
   (16) Forward roll
   (17) Front vault dismount

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

22. Develop an accurate sense of balance
23. Develop a feeling of confidence at heights
24. Develop control and coordination of bodily movements
25. Strength is developed through the entire body

B) 1. Teacher observation of students as they improve on their stunts
2. Skill tests on individual student's achievement
3. Written tests on history, values, and performance of certain stunts

Concepts	A) Teaching Methods B) Learning Activities
<u>Horseshoes</u> 1. Preliminary concepts a. Background b. Rules c. Description of game d. Safety precautions e. Scoring f. Conduct of players 2. Skills a. Grip b. Pitch (1) Approach (2) Release (3) Follow through c. Aim	A) Explanation and demonstration by instructor with individual criticism as needed B) 1. Practice approach, release and follow-through in a limited space if necessary before going to out-door courts. 2. Once on the pitching court, combine the actual release of the horseshoe with what has been practiced indoors. 3. Begin actual play.
<u>Kickball</u> 1. Preliminary concepts a. History b. Description of game c. Rules d. Terms e. Values f. Class procedures 2. Skills a. Kicking b. Catching c. Throwing d. Running e. Pitching f. Officiating g. Scoring	A) 1. Lecture and discussion of history, values 2. Blackboard on description of game, terms, rules 3. Charts or diagrams 4. Rule sheets 5. Learning packets prepared by teacher B) 1. Drills are used on skills 2. Relays are used on running 3. Actual play of game in class 4. Actual performance of an official

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) Official Rules for Pitching Horseshoes
Sports Equipment by Roberts

Sportcraft Official Rules
General Sportcraft Co. Ltd.
33 New Bridge Road
Bergenfield, New Jersey

A) 1. Demonstrate appreciation and knowledge of the game.
2. Acquire coordination which enables a smooth execution of the skills.
3. Use of the sport as a leisure time and carry-over activity.

B) 1. Skill test
2. Written test
3. Tournament

A) Physical Education for Elementary School
Nielson and Van Hogan

Active Games and Contests
Mason and Mitchel

Idaho Study Guide for Physical Education
Boise, Idaho, 1955

A) 1. Acquire the knowledge of the game and rules
2. Become aware of the game through participation
3. Develop the physical motions
4. Gain satisfaction from the game as a participant and as a spectator
5. Develop fair play
6. Acquire competitive spirit

B) 1. Teacher observation of students during actual performance
2. Written test on the preliminary concepts
3. Skill test of kicking, throwing, officiating

Concepts	A) Teaching Methods B) Learning Activities
<u>Ping Pong</u> 1. Preliminary concepts a. Background of the game b. Description of game c. Scoring d. Equipment and its care e. Rules of the game 2. Skills a. Grip b. Service c. Volley (return)	A) 1. Teacher demonstration 2. Teacher criticism of skills as they are practiced 3. Ball may be volleyed on any table surface for practice B) 1. Practice of skills 2. Alternating of serves until ready for game situation 3. Actual game play
<u>Rhythms</u> (Folk, Square, Modern, Social) 1. Preliminary Concepts a. The various forms of rhythm and values b. Music and how timing is counted c. History d. Terminology e. Etiquette 2. Skills a. Dance positions of partners b. Dance formations c. Fundamental movements (1) Walking (2) Running (3) Leaping (4) Jumping (5) Hopping (6) Skipping (7) Sliding (8) Galloping d. Traditional steps (1) Polka (2) Waltz (3) Schottische (4) Mazurka (5) Two-step e. Figures (1) Allemande left (2) Circle to the left (3) Docey-Doe (4) Grand right and left (5) Promenade (6) Swing your partners	A) 1. Lecture and discussion on the values of dance 2. Discuss the various forms of rhythms 3. Chalkboard on showing timing and the breakdown of music with the step count 4. Charts 5. Student reports 6. Learning packets prepared by the teacher B) 1. Actual performance of dances starting with the simple advancing up to the more technical 2. Observing dances done by others 3. Have students teach a dance or call a dance 4. Have student make up a dance (modern) 5. Put on a show for parents demonstrating all various forms of rhythm

Resources	A) Printed B) Audio Visual C) People D) Places
Evaluation	A) Expected Outcome B) Testing Program

Sportcraft Official Rules
General Sportcraft Co. Ltd.
33 New Bridge Road
Bergenfield, New Jersey

A) 1. Acquire a knowledge of the rules and background of the game
2. Acquire the skills necessary to play the game
3. Develop an appreciation of the game as a leisure time or carry-over activity

B) 1. Objective test covering background and rules
2. Teacher observation of improvement in skills

A) Folk Dancing
Fox and Merrill
Ronald Press Co.
New York, N. Y., 1957

Teacher's Handbook of Indoor and Outdoor Games
Edgren and Gruber
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1963

Teaching Physical Education in the Elementary School
Salt, Fox, and Stevens
Ronald Press Co.
New York, N. Y., 1960

Honor Your Partner
Record Series

Modern Dance for High School and College
Margery J. Turner
Prentice Hall, Inc.
Englewood Cliffs, 1957

A Pocket Guide of Dance Activities
Latchaw and Pyatt
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

A) 1. Acquire a knowledge of the various forms of rhythm
2. Perform the dances
3. Follow directions quickly and accurately
4. Gain enjoyment as a participant or spectator of dance
5. Be more creative in body movement
6. Acquire a knowledge of music and how the music can tell the step to do in a dance
7. Move with the music

B) 1. Teacher observation of students as they perform the various dances
2. Written tests on history, values, steps, figures, movements

Concepts	A) Teaching Methods B) Learning Activities
<u>Soccer</u>	
1. Preliminary Concepts a. History b. Description of game c. Rules d. Safety precautions e. Terms	A) 1. Lectures and discussions using blackboard, magnetic board or charts 2. Demonstration of the various skills 3. Rule sheets 4. Learning packets prepared by the teacher
2. Skills a. Dribbling b. Passing (1) Passing with inside of foot (2) Passing with outside of foot c. Trapping with the sole of the foot d. Tackling (1) The front tackle (2) The back tackle e. Kicking for goal (These skills are modified for indoor soccer.)	B) 1. Drills Have the class arranged in columns, lines, squads, etc. to practice the skills 2. Relays 3. Lead-up games a. Mass soccer b. Call ball c. Keep away d. Side line soccer e. American ball f. Ball kick g. Circle kick h. Prison ball i. Shinny j. Shuttle dribble 4. Actual play of game

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) <u>Individual and Team Sports for Women</u>
Miller-Ley
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

<u>Official Soccer and Speed Ball Guide</u>
National Section for Girls and Women's Sports
Washington, D. C.
Revised biennially

<u>Team Sports for Girls and Women</u>
Meyer and Schwarz
W. B. Saunders Co.
Philadelphia, 1957

<u>Teacher's Handbook of Indoor and Outdoor Games</u>
Edgren and Gruber
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1963

Evaluation
A) Expected Outcome
B) Testing Program

A) 1. Acquire the knowledge behind the game of soccer
2. Develop the values of soccer
3. Develop the skills involved in soccer
4. Develop a participating part in team play
5. Develop fair play and good sportsmanship
6. Become a good spectator as well as participant

B) 1. Written tests on rules, history, safety, and skills
2. Teacher observation during class time on how the student seems to improve
3. Skill tests on the:
a. Dribble for time
b. Kicking for goal
c. Passing for accuracy

Concepts	A) Teaching Methods B) Learning Activities
<u>Softball</u>	
1. Preliminary concepts a. History b. Values of the game c. Description of the activity d. Equipment and its care e. Rules f. Safety g. Terms applicable to the game	A) 1. Class discussion 2. Lecture 3. Blackboard or magnetic board to show positioning and base running 4. Teacher demonstration 5. Batting tee for batting practice
2. Skills a. Throwing (1) Overhand throw (2) Underhand pitch (3) Side arm throw b. Catching (1) Thrown balls (2) Batted balls (a) Grounders (b) Fly balls (c) Line drive (3) Pitched balls c. Batting (1) Straight away (2) Placing the hit (3) Bunting d. Running the bases (1) To first base (2) Leading-off base (3) Advancing bases (4) Sliding	B) Practical drills and exercises: 1. Infield drill with one team on defense and the other team hitting fungos to them. Defensive team can throw to specified bases. 2. Outfield drill with fungo hitter who hits flies to a small group of outfielders. 3. Combined practice in fielding, throwing and batting can utilize various lead-up games. 4. Game experience provided as soon as players have achieved.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) Official Softball Guide
American Softball Assoc.
11 Hill Street
Newark 2, New Jersey

Official Softball - Track and Field Guide
National Section for Girls and Women's Sports
1201 Sixteenth Street, N. W.
Washington 6, D. C.

A Softball Instruction Manual for Women Teachers
Daetweiler, Louella M.
The University of Southern California
Los Angeles, Calif., 1948

D) Local clinics
Local softball league games

A) 1. Acquire knowledge of softball and the rules
2. Develop some accuracy in performing the skills of the game
3. Develop a sense of team play and good sportsmanship
4. Acquire the interest and desire to compete in or watch the game as a leisure or carry-over activity

B) 1. Teacher evaluation of progress
2. Teacher observation of skills and teamwork
3. Objective test covering the knowledge of the game and rules

Concepts	A) Teaching Methods B) Learning Activities
<u>Speed Ball</u>	
1. Preliminary concepts	
a. History	A) 1. Lecture and discussion on the history and object of game.
b. Description of game	
(1) Field	2. Blackboard in discussion of the description of game.
(2) Equipment	3. Rule sheet
(3) Terms	4. Learning packet prepared by the teacher
c. Rules	5. Demonstration of skills
d. Safeguards	6. Charts and diagrams
2. Skill	
a. Lifting the ball to self	B) 1. Drills - using squads, double line, shuttle, double column.
(1) With both feet	
(2) With one foot on still ball	2. Relays
(3) With one foot on moving ball	3. Actual play in classes
	4. Have a school tournament
b. Lifting the ball to team mate	
c. Drop kick	
d. Defense tactics	
(1) Fielding	
(2) Tackling (as in soccer)	
(3) Guarding (as in basketball)	
e. Offensive tactics	
(1) Passing (as in soccer)	
(2) Centering	
(3) Drawing	
(4) Dodging	
(5) Scoring	
(6) Passing (as in basketball)	
(7) Lossing an opponent	
f. The throw-in	
g. The toss up	
h. The kick off	
i. Out-of-bounds over the goal line	
j. Penalty kick	
k. The free kick	

	A) Printed B) Audio Visual
Resources	C) People D) Places

	A) Expected Outcome
Evaluation	B) Testing Program

A) <u>Team Sports for Girls and Women</u>
Meyer and Schwarz
W. B. Saunders Co.
Philadelphia, 1957

<u>Official Soccer and Speed Ball Guide</u>
National Section for Girls and Women Sports
Washington, D. C.
Revised biennially

A) 1. Acquire the knowledge of the game and some of its values.
2. Be able to demonstrate the skills involved.
3. Develop a team attitude of play.
4. Develop a good fair play attitude.
5. Gain satisfaction in the game as a participant or as a spectator.

B) 1. Teacher observation of students during play
2. Written test on history, rules, values, and safety
3. Skill tests on dribble, passing, and lifting

Concepts

A) Teaching Methods
B) Learning Activities

Tennis

1. Preliminary concepts
   a. History and development
   b. Values
   c. Terminology
   d. Rules
   e. Description
   f. Scoring
   g. Equipment and its care
   h. Attire
2. Skills
   a. Grips
      (1) Forehand
      (2) Backhand
      (3) Flat serve
   b. Stance
   c. Footwork and timing
   d. Drives
      (1) Forehand
      (2) Backhand
   e. Service
   f. Volley
   g. Lab
   h. Overhead strokes
   i. Half-volley
   j. Chop and slice
   k. Tactics and strategy

A) 1. Teacher demonstration
   2. Indoor practice with simple lines taped to a solid wall to indicate net height. All basic strokes can be practiced before taking class to the outside courts
   3. Individual criticism for each student if class size permits
   4. Try to correct service and stroke errors before bad habits develop
   5. Work this program in with other individual spring sports - badminton, golf, horseshoes, and ping pong. Effective use of equipment and teaching areas should result where these facilities are minimal.

B) 1. Practice and be familiar with use of each stroke.
   2. Practice against wall and retrieve own ball.
   3. Apply rules and scoring once outside play begins.
   4. Practice routine for drives:
      (a) Hitting a dropped ball
      (b) Hitting a ball tossed by a partner
      (c) Running forward and backward to hit tossed balls
      (d) Rallying

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Individual and Mass Athletics
Stanley, S. C.
A. S. Barnes & Company

Official Tennis Badminton Guide
National Section for Girls and Women's Sports
1201 Sixteenth Street, N. W.
Washington, D. C.

Tennis for Teachers
Driver, Helen I.
W. B. Saunders Company
Philadelphia, Pa., 1941

Group Instruction in Tennis and Badminton
Edgren, Harry D. and Robinson, Gilmer G.
A. S. Barnes and Company
New York, N. Y., 1939

How to Improve Your Tennis
Leighton, Harry
The Athletic Institute
209 S. State Street
Chicago 4, Illinois

A) Expected Outcome
Evaluation B) Testing Program

A) 1. Demonstrate the knowledge and appreciation of tennis as a carry-over activity.
2. Develop the skills which are basic to beginning play.
3. Practice of good sportsmanship.
4. Acquire a willingness to improve game and to accept criticism.

B) 1. Objective knowledge tests
a. Broer-Miller Test
b. Hewitt Test
2. Skill tests
a. Forehand-Backhand drives
b. Playing ability
c. Serve
d. Drill tests designed for specific objectives
3. Rating scale and checklist to judge form and playing strategy on forehand and backhand drives
4. Progress chart to check off certain fundamental skills as they are accomplished

Concepts	A) Teaching Methods B) Learning Activities
<u>Tetherball</u> 1. Preliminary concepts a. Description of game b. Rules c. Carry over values 2. Skills a. Footwork b. Hitting the ball (1) Side arm (2) Downward (3) Open hand (4) Fist c. Position on the court	A) Lecture and demonstration of rules and skills B) Through actual play of the game in class
<u>Touch Football</u> 1. Preliminary concepts a. History of the game b. Terminology c. Values of the game d. Rules e. Safety factors f. Description of the game 2. Skills a. Offensive team play (1) Stance (a) Line (b) Center (c) Back-field (2) Passes from center (a) Spiral (b) Hand back (3) Blocking (screen) (4) Forward passing (a) Gripping the ball (b) Throwing (5) Pass receiving (a) Faking (b) Position of hands (6) Running (a) Take off (b) Stride (c) Body movement b. Defensive team play (1) Pass protection (a) Man to man (i) Rushing passer (ii) Checking all receivers (b) Zone (2) Touch tackle	A) 1. Lecture 2. Blackboard or magnetic board 3. Teacher and student demonstrations B) 1. Practice of skills a. Offensive b. Defensive 2. Game may be further modified to suit the class situation. 3. Flag-football might be used for more advanced or older players. 4. Use of advanced students for officiating.

Resources

A) Printed
B) Audio Visual
C) People
D) Places

Evaluation

A) Expected Outcome
B) Testing Program

A) 1. Acquire a good competitive spirit.
2. Be able to experience personal victory and defeat graciously.
3. Gain satisfaction of the game as a participant or as a spectator.

B) Teacher observation of students during actual play of the game.

A) Physical Education for the High School
American Association for Health, Physical Education and Recreation
Washington, D. C., 1955

Touch Football
Barbour, L. H. and L. Sarra
D. Appleton-Century Co.
New York, 1933

Official National College Touch Football Rules Handbook
The Athletic Institute
Chicago, 1952

B) Better Football
Modern Football
Inside Football
All free loan from:
A. G. Spalding & Bros., Inc.
161 Sixth Avenue
New York 18, N. Y.

A) 1. Acquire knowledge of the game and the rules.
2. Acquire reasonable skill in performing the fundamentals.
3. Develop team play.
4. Display good sportsmanship.
5. Develop an appreciation of football which will encourage active competition and/or interested spectating.

B) 1. Teacher evaluation of improvement.
2. Teacher evaluation of participation, and responsibility assigned to the various field positions.
3. Teacher observation of skills.
4. Written test covering knowledge of the game and rules.

Concepts	A) Teaching Methods B) Learning Activities
<u>Track and Field</u>	
1. Preliminary concepts	A) 1. Lecture and discussion on history and olympics
a. History	2. Pictures, charts, diagrams
b. Description of various events	3. Demonstration of skills
c. Discussion of the use in the olympics today	4. Learning packets prepared by the teacher
	5. Rule sheets on the rules of events
2. Skills	6. Individualized work
a. Running	
(1) Short distances	B) 1. Relays on running
(2) Long distances	2. Student observation of other students
b. Starts	3. Individual practices
(1) Starting block	4. Have a class track meet.
(2) Human starters	5. Have a school track meet.
(3) Erect	6. Have students attend a track meet.
c. Broad jump	
(1) Standing	
(2) Running	
d. Hurdles	
(1) High	
(2) Low	
e. High jump	
f. Pole vault	
g. Discus	
h. Shot put	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Official Track and Field Guide
National Section of Girls
and Women Sports
Washington, D. C.
Revised biennially

Teaching Physical Education
in the Elementary School
Salt, Fox, Stevens
Ronald Press Co.
New York, 1960

Track and Field Unit - PEM

Track and Field Unit - OU

Evaluation
A) Expected Outcome
B) Testing Program

A) 1. Experience personal victory or defeat graciously.
2. Develop and condition the body for special events.
3. Acquire the knowledge of track and field and the carry-over values.

B) 1. Teacher observation of the individual's progress.
2. Skill tests based on improvement of skills.
3. Written tests on all preliminary concepts.

Concepts	A) Teaching Methods B) Learning Activities
<u>Volleyball</u>	
1. Preliminary concepts a. History of the game b. Use and care of equipment c. Description of the game d. Rules of safety e. Scoring f. Rotation	A) 1. Effective use of magnetic and chalk board for introductory material. 2. Division of class into groups according to ability as class generally varies here. 3. Continuation on a skill basis until beginners have had some experience. 4. Redivision of groups to equalize the teams.
2. Skills a. Underhand volley b. Overhand volley c. Underhand serve d. Offensive volley e. Setting up f. Block g. Net recovery h. Spike i. Officiating	B) 1. Practice of basic skills of receiving, set-up and volleying in any open space. 2. Volley practice over the net should not be used because players should be encouraged from the first to hit the ball downward into the opponents' court, reserving upward hits for passes on one's own team. 3. Practice skills of net recovery, spike, block and service using the net. 4. Organized team play and inter-squad games. 5. Rules and hand signals learned by advanced students who can effectively help, especially when more than one game is being played. 6. Teaching students to keep score according to method outlined in rule book.

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Individual and Team Sports for Women
Miller, Donna Mae and
Ley, Katherine L.
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1958

Volley Ball
Laveaga, Robert
A. S. Barnes and Company
New York, 1942

How to Improve Your Volleyball
The Athletic Institute
209 S. State Street
Chicago 4, Illinois

Team Sports for Girls and Women
Meyer, Margaret H. and
Schwarz, Marguerite M.
W. B. Saunders Company
Philadelphia, Pa., 1957

Official Volleyball Guide
National Section for Girls and
Women's Sports
Wasington, D. C.
Revised biennially

A) Expected Outcome
Evaluation B) Testing Program

A) 1. Acquire a basic knowledge of the history, objectives, and carry-over potential of volleyball.
2. Develop proficiency in performing the skill of the game.
3. Develop a knowledge of the rules and scoring procedure of the game.
4. Realize the significance of proper rotation, court position, and body posture.
5. Develop an appreciation for teamwork and good sportsmanship through participation in the game.

B) 1. Knowledge tests
2. Performance tests
3. Diagnostic checklist
4. Teacher observation

Concepts	A) Teaching Methods B) Learning Activities
<u>Wrestling</u>	
1. Preliminary concepts	A) 1. Divide class according to weight.
a. History of wrestling	2. Lecture and class discussion
b. Terminology	3. Teacher demonstration
c. Safety measures	
d. Rules	B) 1. Practical application of skills under close supervision of instructor.
2. Skills	2. Constant review of previous instruction and drill.
a. Stance	3. Class members <u>not</u> actively participating can be used as spotters and, at the same time, can learn through observation.
(1) Open	
(2) Closed	
(3) Shifting	
(4) Forward	
(5) Backward	
(6) Sideward	
(7) Balance	
b. Referee's position	
(1) Neutral	
(2) Up	
(3) Down	
c. Offensive techniques	
d. Defensive techniques	
e. Escapes	

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program

A) Basic Skills in Sports
Armbruster, D. A. and
Irwin, D. A.
C. V. Mosby, 1958

A Manual of Physical Education Activities
Fait, H. F., Shaw, J. H.,
Fox, G. I., and Hollingsworth, C. B.
W. B. Saunders Company
Philadelphia, 1956

Physical Education Activities Handbook
Stanley and Waglaw
Allyn and Bacon, Inc.
Boston, 1962

A) 1. Gain a general knowledge of the sport and rules.
2. Develop skill in performance of the holds presented.
3. Demonstrate spirit of good sportsmanship.

B) 1. Teacher observation of skills demonstrated in matches.
2. Oral and written tests over materials presented.
3. Teacher evaluation of attitude and improvement of actual performance.

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

HEALTH

HIGH SCHOOL

Concepts

A) Teaching Methods
B) Learning Activities

Your Personality

1. Design for living -
   the make-up of your body

2. You as a person -
   as others see you

3. Your appearance -
   more than skin deep

4. Behavior -
   your personality in action

5. Emotions -
   double-edged swords

6. Intelligence -
   behavior at its highest level

A) 1. Lecture
   2. Class discussion based upon questions at end of each chapter and questions initiated by both teacher and student
   3. Placement of a controversial statement on board to which students can respond in oral or written form
   4. Question and answer sessions
   5. Regularly assigned reading from basic text

B) 1. Student prepared bulletin boards which utilize the wealth of materials relative to the chapters in this unit
   2. Student demonstrations showing contrasts of appearance and favorable behavior and personality traits
   3. Student analysis of his own personality traits - what they are and how they might be improved
   4. Listing of common emotional traits of babyhood, childhood, adolescence, adulthood and and old age
   5. Panel discussions covering grooming problems faced by teenage boys and girls. This can be coordinated with several of the films listed under Resources.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Basic Text:
A) Modern Health
James H. Otto
Cloyd J. Julian
J. Edward Tether
Holt, Rinehart and Winston, Inc.
New York, N. Y., 1963

Others:
A) Understanding Health
I. H. Goldberger, M.D.
Grace T. Hallock
Ginn and Company
Boston, Mass., 1950

Health and Fitness
Florence L. Meredith
Leslie W. Irwin
Wesley M. Staton
D. C. Heath and Company
Boston, Mass., 1963

That Certain Something:
The Magic of Charm
Arlene Francis
Julian Messner Co.
New York, N. Y., 1961

How to Live with Yourself
Murray Banks
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1951

The Care of Your Skin
Herbert Lawrence
Little, Brown & Company
Boston, Mass., 1955

Magazines:
Today's Health
American Medical Association
Chicago, Illinois

Evaluation
A) Expected Outcome
B) Testing Program

A) 1. Know that the personality is and how personalities interact
2. Know and understand one's feelings toward other people
3. Realize the importance of good grooming and personal hygiene and to practice these good habits
4. Understand the meaning of intelligence and to make the most of intelligence

B) 1. Teacher prepared tests
2. Independent work of pupils
3. Teacher observation of pupil behavior and attitude
4. Health practices chart
5. Unit test
6. Teacher observation of pupil's individual grooming practices

Concepts

A) Teaching Methods
B) Learning Activities

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
B) Testing Program

A) Syllabus:
Healthful Living:
Personal Hygiene
Glenn H. Berry
Kerr Printers Inc.
Culver City, Calif., 1958

B) Good Grooming
Available free from
Modern Talking Picture Service

A More Attractive You
Available free from
Modern Talking Picture Service

Teen Aged? Have Acne?
Available free from
Modern Talking Picture Service

Beauty Habits
Available free from
Modern Talking Picture Service

C) Local dermatologist
School nurse
Dr. Cunningham -
Reading's Health commissioner

Concepts	A) Teaching Methods B) Learning Activities
<u>The Personality in Trouble</u>	
1. Emotions and your health - psychosomatic illness	A) 1. Teacher introduction of chapter prior to assignment of reading 2. Teacher led class discussion 3. Speakers who are experts in these fields to discuss these problems with class. Question and answer period would follow. 4. Relation to actual experiences 5. Regular assignments in basic text, including questions selected by teacher at end of chapters
2. Mental mechanisms - defensive behavior adjustments	
3. Neuroses	
4. Psychoses	
5. Mental illness - its treatment and prevention	
6. Alcohol - a major health and social problem	B) 1. Class volunteers to relate cause and reaction to emotional experiences 2. Exploration through class discussion of more serious psychosomatic conditions. 3. Discussion of books, motion pictures, and television programs in which the plots or incidents are based upon psychosomatic conditions 4. Listing of common emotional problems and discussion of possible practical solutions 5. Listing of common disorders such as heartburn, headache, nausea, hives, profuse sweating, fainting, and chilling and explanation of a possible psychosomatic cause of each
7. Dangerous drugs and tobacco - roads to nowhere	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Health for Modern Living
H. Frederick Kilander
Prentice-Hall, Inc.
Englewood Cliffs, N. J., 1957

Healthful Living:
Personal Hygiene
Glenn H. Berry
Kerr Printers, Inc.
Culver City, Calif., 1958

Health and Safety for You
Harold S. Diehl
Anita D. Laton
Franklin C. Vaughn
McGraw-Hill Book Company
St. Louis, Mo., 1964

Your Health and Safety
Thomas Gordon Lawrence
Jessie Williams Clemensen
R. Will Burnett
Harcourt, Brace, & World, Inc.
New York, N. Y., 1963

Living in Safety and Health
Evelyn G. Jones
Betty Lee Wright
Reuben D. Behlmer
J. B. Lippincott Company
Philadelphia, Pa., 1966

Pamphlets:
Building a Better World
Ruth Strong
National Tuberculosis Association
Free upon request

Emotions and Physical Health
Metropolitan Life Insurance Co.
Free upon request

Mental Health Is 1-2-3
The National Association
for Mental Health
Free upon request

A) Expected Outcome
B) Testing Program

A) 1. Recognize and control the basic emotions
2. Realize that each of us must occasionally face emotional conflicts
3. Acknowledge that mental illnesses can be diagnosed and treated as can physical illnesses
4. Realize that minor problems can lead to major ones if they are not faced and solved
5. Realize that everyone will eventually face the decision of whether or not to smoke or drink and that this decision must be carefully made after considering many factors

B) 1. Objective test
2. Teacher prepared achievement test measuring material actually covered in the course of instruction
3. Oral questioning and class particpation, though the self-conscious pupil, the pupil with a limited vocabulary, and the pupil with limited verbal comprehension will not respond as effectively to this mode of questioning as will those with verbal fluency and emotional stability
4. Independent work of pupils may serve to uncover health knowledge, understandings, and attitudes previously unnoted

Concepts	A) Teaching Methods B) Learning Activities

A) Printed
B) Audio Visual
Resources C) People
D) Places

C) Speaker from
Longview State Hospital
Speaker from
Alcoholics Anonymous
Speaker from
American Cancer Society

A) Expected Outcome
Evaluation B) Testing Program

Concepts	A) Teaching Methods B) Learning Activities
<u>Control of Your Body</u> 1. Sense organs - gateways to the brain 2. The nervous system - machinery of behavior 3. Diseases of the nervous system - trouble at the controls 4. Endocrine glands - chemical regulators of behavior	A) 1. Lecture and class discussion utilizing charts and models 2. Co-ordination of subject matter with what is taught in these areas in life science and biology 3. Oral questions and answers 4. Simple drawings on blackboard showing the endocrine glands and the areas they control 5. Initiation of any discussion relative to sex education, using hand-outs and other resources available since there is no unit on sex education <u>per se</u> in the basic text 6. Testing pupils knee reflexes B) 1. Reports and posters relative to the phases of this unit 2. Investigation of progress being made in the Cincinnati area in retraining persons who have suffered brain damage 3. Investigating and reporting of local regulations concerning the control of rabies 4. Evaluation of a number of advertised nerve remedies

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) The World of Feeling
J. D. Carthy
Roy Publishers
New York, N. Y., 1960

Our Hormones and How They Work
Sarah R. Riedman
Abelard-Schuman Co.
New York, N. Y., 1956

The Story of Your Brain
and Nerves
Edith Lucie Weart
New York, N. Y., 1961

Booklets:
Finding Yourself
American Medical Association
One copy free - 50 p.

Very Personally Yours
Educational Director
Kimberly-Clark Corp.

Charts:
Brain and Nervous System
Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

B) Human Reproduction,
Growth and Development
Science Kit, Inc.
2299 Military Road
Tonawanda, N. Y., 14150

Endocrine System
No. END-2077
Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

Charts and models can also be used in cooperation with the biological science department.

Concepts	A) Teaching Methods B) Learning Activities
<u>Your Body in Action</u> 1. Bones and muscles - a movable framework 2. Posture - your body mechanics 3. Fatigue and sleep - effects on muscles and mind 4. Sports and physical fitness - it pays to play	A) 1. Teacher's relating this unit to the physical education program 2. Teacher's relating this unit to life science and biology courses 3. Lecture and demonstration utilizing the skeleton to learn bones and their articulation 4. Utilization of the skeleton to illustrate muscle insertion and attachment 5. Class lecture, discussion, and demonstration to emphasize the aspects of good posture B) 1. Student demonstration of the kinds of movement the human body is capable of making 2. Student demonstration and discussion of good vs. poor posture in various positions and in performing various tasks such as bending, reaching, and lifting 3. List of basic athletic skills, describing the ideal body form for each 4. Fitness program of each student evaluated by him 5. Reports on the function of bones as blood-cell factories. Include the location of the factories and the kinds of blood cells produced in bone 6. Discussion of the direct benefits of exercise by the physical education instructor, school nurse, or local doctor 7. Division of class into committees to make a survey of recreational facilities in the Reading Community

Resources

A) Printed
B) Audio Visual
C) People
D) Places

A) <u>The First Book of Physical Fitness</u>
John Walsh
Franklin Watts
New York, N. Y., 1961

<u>Royal Canadian Air Force Exercise Plan for Physical Fitness</u>
Pocket Books, Inc.
630 Fifth Avenue
New York 20, N. Y., 1962

<u>Your Health and Safety</u>
Thomas Gordon Lawrence
Jessie Williams Clemensen
R. Will Burnett
Harcourt, Brace & World, Inc.
New York, N. Y., 1963

B) <u>How to Avoid Muscle Strains</u>
Bray Studios, Inc.
729 Seventh Avenue
New York 19, N. Y.

<u>Human Body: Skeleton</u>
Coronet Films
65 E. South Water Street
Chicago, Illinois

<u>Muscles and Bones</u>
Coronet Films
65 E. South Water Street
Chicago, Illinois

Skeleton in biology laboratory

C) School nurse
Local doctor
Physical education instructor

Evaluation

A) Expected Outcome
B) Testing Program

A) 1. Demonstrate a knowledge of the functions of muscles and bones
2. Demonstrate good posture at all times
3. Practice sound sleep and rest principles
4. Particpation in physical activities to maintain a state of physical well-being

B) 1. Teacher observation of posture
2. Pupil record of sleep, rest, and activity patterns
3. Identification of bones and major muscle groups
4. Objective test

Concepts	A) Teaching Methods B) Learning Activities
<u>The Supply Systems of Your Body</u> 1. Food - the foundation of life and health 2. Digestion - processing food for body use 3. Respiration - the breath of life 4. Heart, vessels, and blood - your body's transportation system 5. Tissue maintenance - the servicing of body cells	A) 1. Lecture 2. Class discussion 3. Bulletin boards 4. Demonstration by teacher of proper breathing and of artificial respiration B) 1. Keeping daily record of what is eaten. Calculate the caloric value. Compare it to the four food groups and the amount that should have been consumed. 2. Dissection of the digestive system of a mammal, to show locations and interiors of the various digestive organs. This activity may be done in cooperation with the life science or biology classes. 3. Studying a smear of stained blood under a microscope, making a drawing and labeling as many parts as possible. 4. Report on heart transplants 5. Report on use of the artificial kidney and kidney transplants 6. Planning a well balanced meal in cooperation with the home economics department. Then actually prepare and eat the meal. 7. Report on various deficiencies in the diet and the result of such.

Resources
- A) Printed
- B) Audio Visual
- C) People
- D) Places

Evaluation
- A) Expected Outcome
- B) Testing Program

A) The Bloodstream: River of Life
Isaac Asimov
P. F. Collier
New York, N. Y., 1962

Respiration in Health and Disease
Reuben M. Cherniack
Louis Cherniack
W. B. Saunders Co.
Philadelphia, Pa., 1962

Family Guide Emergency Health Care
U. S. Department of Health, Education, and Welfare, 1964
(The high school has numerous copies of this booklet)

First Aid Textbook
American National Red Cross
Doubleday and Company, Inc.
Garden City, N. Y., 1965

Healthful Living: First Aid
Glenn Berry
Kerr Printer, Inc.
Culver City, Calif., 1959

Healthful Living: Food and Nutrition
Glenn Berry
Kerr Printer, Inc.
Culver City, Calif., 1949

B) Form and Figure (Poster)
Connecticut Dairy and Food Council

Food Value of One Quart of Milk (Poster)
Connecticut Dairy and Food Council

C) Red Cross Volunteer

A) 1. Recognize the real importance of balanced diet
2. Demonstrate the ability to select a well-balanced meal
3. Understand the process of digestion
4. Be able to administer artificial respiration to an adult or child using the mouth-to-mouth method
5. Know how various tissues function in the body

B) 1. Practical and written test over artificial respiration
2. Outside reports and posters
3. Written tests

Concept	A) Teaching Methods B) Learning Activities
<u>Your Protection Against Disease</u> 1. Infectious disease - the microbe menace	A) 1. Lecture 2. Class discussion 3. Guest speakers 4. Charts on blackboard showing comparative aspects of various diseases
2. Body defenses and medical reinforcements - the struggle against disease	
3. Public health - a united front against disease	B) 1. Discussion of advantages of consulting a general practitioner rather than a specialist 2. Discussion of the importance of temperature, pulse, and respiration as outward signs of internal conditions 3. Discussion of career opportunities in the health field 4. List of infectious diseases that class members remember experiencing. 5. Interviewing a member of local health department and report back to class 6. List of volunteer health agencies in Hamilton County and report functions of each agency 7. Guest speaker from health board
4. You and your doctor - how to be a good patient	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) <u>Communicable Disease Control</u>
Gaylord W. Anderson
The Macmillan Co.,
New York, N. Y., 1962

<u>Your Health and Safety</u>
Thomas Gordon Lawrence
Jessie Williams Clemensen
R. Will Burnett
Harcourt, Brace & World, Inc.
New York, N. Y., 1963

<u>Health and Safety for You</u>
Harold S. Diehl
Anita D. Laton
Franklin C. Vaughn
McGraw-Hill Book Company
St. Louis, Mo., 1964

<u>Living in Safety and Health</u>
Evelyn G. Jones
Betty Lee Wright
Reuben D. Behlmer
J. B. Lippincott Company
Philadelphia, Pa., 1961

<u>Healthful Living: Community Hygiene</u>
Glenn H. Berry
Kerr Printers, Inc.
Los Angeles, Calif., 1963

B) <u>Safeguarding Your Body</u>
Free from Modern Talking
Picture Service

<u>Counter-Attack Disease</u>
Free from Modern Talking
Picture Service

C) Reading Health Commissioner
School nurse
Public health nurse
Local doctor

A) 1. Demonstrate a knowledge of the symptoms, care and prevention of infectious disease
2. Demonstrate a knowledge of the functions of such agencies as the Public Health Service, health department, and Anti-Tuberculosis League
3. Understand the importance of regular physical examinations with a doctor who has maintained a cumulative health record

B) 1. Contributions to class projects and discussions
2. Objective tests
3. Teacher observation of student's health practices

Concepts	A) Teaching Methods B) Learning Activities
<u>Safeguarding Your Body</u>	
1. First aid - emergency care on the spot a. Wounds b. Shock c. Poisoning by mouth d. Injuries to bones, joints and muscles e. Burns and ill effects of heat and cold f. Common emergencies - part one g. Transportation h. First aid skills for standard course i. Human body j. Special wounds k. Common emergencies - part two l. Skeletal injuries m. First aid kits and supplies n. First aid skills for advanced course	A) 1. Artificial respiration was taught as a phase of an earlier section of this curriculum 2. Teacher demonstration an especially effective teaching method in this unit 3. Teacher lecture and board work also effective 4. Teacher use of charts, models, and students to illustrate specific practices 5. Teacher encouragement of memory of step-by-step procedures 6. Use of Red Cross volunteers 7. Teacher and student use of various types of bandages, splints (and improvised materials), blankets, and stretchers as effective teaching and learning aids.
2. Safety first - accidents may be prevented	B) 1. Student practice of various first aid methods is imperative 2. Use of hypothetical situations to which the prospective first aider must react quickly and efficiently 3. List of common poisons found in the home and first-aid measures for possible victims of these poisons 4. First aid kit equipped by class members 5. Panel discussion covering the attitudes and actions of the first aider before, during, and after the administering of first aid 6. Sponsorship of a school assembly during accident prevention week 7. Use of outside speakers from such organizations as Safety Council, Red Cross, Reading Life Squad and Reading Police Dept.
3. Safety on wheels - the driver and his responsibility	

Resources

A) Printed
B) Audio Visual
C) People
D) Places

A) First Aid Textbook
American National Red Cross
Doubleday & Company, Inc.
Garden City, N. Y., 1965

Family Guide Emergency Health Care
U. S. Department of Health, Education, and Welfare, 1964

Safety Education
A. E. Florio
G. T. Stafford
McGraw-Hill Book Co.
New York, N. Y., 1962

Driving Today and Tomorrow
Margaret O. Hyde
McGraw-Hill Book Co.
New York, N. Y., 1961

Sportsmanslike Driving
American Automobile Association
McGraw-Hill Book Co.,
New York, N. Y., 1961

B) First Aid: Fundamentals
Coronet Instructional Films
65 E. South Water St.
Chicago 1, Illinois

The local Red Cross and Ohio Department of Highways have films covering the various aspects of this unit. These are free upon request.

First Aid Series
Young America Series
McGraw-Hill Book Co., Inc.
New York, N. Y.

C) Red Cross Representative
Member of Reading Life Squad
Reading policeman
Ohio State Patrolman
School nurse
Driver education instructor

Evaluation

A) Expected Outcome
B) Testing Program

A) 1. Know when and how to act when first aid administration is necessary
2. Demonstrate a knowledge of the types of injuries demanding first aid which result from various given situations
3. Demonstrate an attitude which would encourage accident prevention
4. Demonstrate the knowledge that one of the best ways to help prevent accidents in sports is to follow the rules of the game and to be a good sportsman
5. Realize that accidents are caused and can generally be prevented
6. Realize the importance of being equipped to meet emergency situations
7. Realize the carry-over value of this course
8. Realize first aid is temporary treatment until services of a physician can be obtained

B) 1. Practical tests administered in a variety of hypothetical situations
2. Teacher observation of methods used in administering first aid techniques
3. Administration of the standard Red Cross test for pupil certification
4. Teacher observation of initiative, effort, and attitude displayed during this course.